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ABSTRACT

Intended to serve as the basis for program and service planning in the Kern Community College District (KCCD) through the turn of the century, this report provides an analysis of internal and external conditions likely to affect the planning process. First, introductory material discusses strategic planning, the mission of the KCCD, assumptions, and major conclusions and recommendations. The next seven chapters focus on the internal characteristics of the KCCD and its colleges, examining: (1) college service areas in the district and the impact of geography; (2) baccalaureate, occupational, and basic skills curricula; counseling and community services; enrollment data; and special groups served; (3) characteristics of student populations (e.g., age, full-/part-time enrollment, ethnicity, sex, degrees and certificates); (4) certificated and classified personnel; (5) financial considerations, such as revenue and expenditures per average daily attendance, reserves, categorical funding, student fees, and central office expenditures; (6) existing and needed facilities and equipment; and (7) qualifications and standards for continued enrollment and limits on units. The last three chapters examine the external conditions that affect the institution, including demographic trends, the challenge of other educational institutions and delivery systems, and the economic factors likely to affect programs and services in the district. Each chapter includes a section devoted to the questions raised by highlighted trends and recommended actions. (HB)

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JC 840 396

Kern Community College District

A BASIS FOR PLANNING

STUDENTS

Who shall be served?

PROGRAMS

What shall be taught?



Kern Community College District
James C. Young, Chancellor

Planning Consultant:
John J. Collins
President Emeritus
Bakersfield College

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April, 1984

Bakersfield College

Carrizo Plain College

Hanford College

A BASIS FOR PLANNING

STUDENTS

Who shall be served?

PROGRAMS

What shall be taught?

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Dr. Raymond McCue, Cerro Coso College
Dr. Paul Alcantra, Porterville College

Kern Community College District

James C. Young, Chancellor

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January, 1984

FOREWORD

Planning in community colleges in recent times has typically meant balancing the prior year's budget four months into the next budget cycle. Hopefully this unstable fiscal dilemma will be resolved in the near future so that greater attention may be focused on the reason for our being, which is teaching and learning.

The colleges of the Kern Community College District have served their respective constituencies with quality instructional programs at minimal costs to the student and at a relatively efficient expense to the public. To continue in this fine tradition which started in 1913, it is necessary on occasion to reflect on the past, analyze the present, and make calculated guesses about the future.

This document will be the basis for planning through the turn of the century, just as the report, Planning and Development of the Kern Joint Junior College District 1966-1980, gave direction to the district through a like number of years. The themes of the 1966 "Peterson Report," as it is commonly known, were expansion of district territory, facility and site acquisition, program development, and projected increases in student and staff.

The focus of this effort is to describe in detail the past and the present. A comprehensive data base is presented to assist in decision-making for the future. Appropriate questions are an integral part of the report, as the answers to these questions will provide the details for making the best decisions about students and staff.

With a more reasonable approach to funding, both short-term and longer-range scrutiny of services provided by Bakersfield College, Cerro Coso College and Porterville College will occur. Careful planning will give direction to the District during a time when rapid change seems to be the only constant. Better management decisions and improved coordination in meeting instructional needs by providing adequate faculty, support staff and facilities will result in more efficient allocation of limited resources.

Colleges cannot afford the luxury of depending on chance for their vitality and quality. The staff of the Kern Community College District is determined to maintain an exceptional record of quality and service in providing transfer courses, vocational-technical courses and a full array of student support services. A strong commitment from the community must accompany that of the staff for past success to carry through the year 2000 and beyond.

JAMES C. YOUNG

ACKNOWLEDGMENTS

Appreciation is expressed for the cooperation of personnel at the District and on the campuses of the three colleges. I am particularly grateful for the help of Randy Smith in providing enrollment and ADA data. Also of substantial assistance was the information on finance and facilities furnished by Bob Buckley.

The imposing task of putting this document in a consistent format was very capably completed by Pam Whitley. Sally Errea was also helpful in the early stages of compiling and typing.

The Chancellor and the three Presidents fully supported my efforts, and Jack Hernandez caused me to think more critically about the effect of outside forces and public policy.

JOHN J. COLLINS

P R E F A C E

In 1966, Dr. Basil H. Peterson presented to the Board of Trustees his survey entitled "Planning and Development of the Kern Community College District". Dr. Peterson had been commissioned to make this study since the Kern Community College District was to become a separate entity from the old Kern Union High School and Junior College District.

Dr. Peterson's survey focused on expansion of the District boundaries, the need for facilities, and the re-drawing of trustee areas. No long range planning document has been completed since 1966. The study that follows, unlike the Peterson Report, focuses on students, curriculum, and external forces affecting the colleges of the District.

The title of this document, "A Basis For Planning", establishes the parameters for a comprehensive planning effort. This is not an educational master plan; this is, instead, an effort to provide the colleges and the District with a fairly comprehensive foundation upon which they can base their master plans. Substantial data is provided; many questions are raised; and a few recommendations are made. It is necessary that the colleges involve their respective staffs in the development of their own educational master plans. It is the intention of this document to help them with this important task.

The chapters that follow are divided into two major dimensions that relate to planning. Part I focuses on internal characteristics of the colleges and the District. Part II gives a glimpse of the external characteristics that impact on the institution. In Part I we have tried to present an accurate "snapshot" of what currently exists on the college campuses with respect to students, curriculum, services, staff, and space. In Part II we went beyond the college campuses to look at people, other schools and colleges, and the economic forces that impact on the colleges. Throughout this document frequent references are made regarding public policy and social change, but there is no special section devoted to these topics.

Finally, there is a section on conclusions and recommendations at the end of each chapter that the colleges may find useful. This "Basis For Planning" is a beginning. In the future it will be important to bring the data up-to-date in the areas that prove to be critical.

JOHN J. COLLINS

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CHAPTER I
INTRODUCTION

STRATEGIC PLANNING

It has been said "That there is no such thing as no plan," i.e., in the absence of an informal plan, there reposes in the mind of one person or in the minds of many some ideas about what should be done. Then, of course, there is the phenomenon of responding to crises or pressures that yield an end result. So, there are many forces at work that result in action that may or may not be guided by data, and which may or may not be superior to the end results of planning. Institutions do bump along, and sometimes under laissez faire planning—or no planning—they may even prosper, or they may not.

However, it is a little risky to trust the informal system, the powerful thrust of crises, or the ideas of one person. This is particularly so in a time of scarcity when limited resources call for an ordering of priorities. Under these rigorous circumstances prudent people will usually ask "What are the priorities?", and "Where is the plan?"

Strategic planning undertakes to provide the framework within which an institution can develop its educational master plan consonant with the agreed upon philosophy and objectives. Existing institutions have a set of complex internal characteristics that can be described with respect to what exists and trends for the future. For example, it is possible to analyze the composition of the current student body and note trends. It is a little more difficult, but still manageable, to describe the current trends in curriculum development, and ask whether or not the curriculum being offered meets the needs of the current student body.

A much more difficult question that relates to strategic planning is one that addresses the future. Who is to be served by this particular institution in the future and what will be the educational needs of those enrolling? It is plain to see from these two questions, i.e., "Who is to be served?", and "What should be taught?" that the answers will impact on staffing, organization, financing and facilities. It is also plain that the internal environment does not exist independent from the external environment.

Strategic planning, then takes into account not only internal characteristics, but also external forces such as demographic data, economic factors, the services of other educational institutions, and such nebulous quantities as lifestyle and social changes. Public policies emanating from federal, state and local government agencies also have their impact on strategic planning for educational institutions.

Finally, strategic planning should result in conclusions or recommendations. This level of planning purports to take a longer look, and to provide certain benchmarks for educational master plans and operational planning. Conclusions or recommendations bring the strategic planning phase to an end and provide the frameworks to begin the more intensive college-level planning that will insure appropriate responses to the changing conditions and needs of society for a finite period.

MISSION

The Kern Community College District has a formally adopted mission statement which is a part of the Board Policy Manual. This statement reads as follows:

EDUCATIONAL PHILOSOPHY

Concept

The concept, "only the educated are free," embodies the philosophy that education should liberate the mind by extending its vision of opportunity, by severing the bonds of prejudice, and by broadening horizons of learning. This pursuit of freedom and search for truth through learning is a privilege to be enjoyed by all who are prepared to undertake the quest with genuine seriousness of purpose. Accordingly, the colleges of the District provide the youth and adults attending them a program of studies and activities leading to:

Responsible Citizenship

The campuses seek to emphasize in their training for citizenship those elements which give strength and vitality to the concepts of a free and responsible citizen in a free and productive society.

Occupational Competence

The campuses offer preparation for occupational competence on two levels: for the student whose training will be completed at the college and for the student who will complete training at a four-year college or specialized training school.

Enriched Personal Living

Since the individual lives not only as a citizen and worker, but also as a person, each college helps the student to extend knowledge of himself/herself, physical environment, and cultural heritage; to formulate goals and values compatible with the student's own abilities and to value creative experience as a means of self-realization.

GOALS AND COMMUNITY COLLEGE EDUCATION

Community college educational programs should develop the following:

An Appreciation of Our National Heritage

Education should bear the major responsibility for transmitting the ideals, concepts, and responsibilities of American democracy from generation to generation.

Moral, Ethical, and Spiritual Values

Education should assist the individual to formulate and live by a pattern of high moral, ethical, and spiritual values.

Knowledge and Skills

Education, using the best available techniques, should assist students to achieve an understanding of ever-widening fields of knowledge and to achieve competency in the fundamental skills of numbers, reading, writing, speaking and listening.

Cultural Appreciation

Education should provide opportunities for students to develop an appreciation of beauty in literature, music, and other art forms and to develop their capacity for creative expression.

Critical Thinking

Education should promote growth in the fundamental processes of critical thinking which include inquiry, reasoning, and evaluation.

Mental and Physical Health--Social and Economic Competency

Education should promote the development of mental and physical health and social and economic competency in each individual to the best of his/her potentialities.

Abilities for Decision Making

Education should help students become increasingly self-directive and promote continuing growth in ability to choose wise courses of action, accepting responsibility for such choices.

ASSUMPTIONS

For purposes of this planning document it is assumed that:

- (1) The District boundaries will remain static.
- (2) The College Service Areas defined in this document will remain static.
- (3) With respect to the District officially adopted statement of Educational Philosophy and Goals, uncertain public policy regarding the mission of California Community Colleges suggests that a re-definition by the Legislature may be forthcoming in the next five years. This may significantly change the curricular offerings and services provided by the colleges.

- (4) The functions of the colleges as defined under "Curriculum and Services" will continue to be the responsibilities of the respective colleges, however, the scope and emphasis with respect to each function may change with changing public policy.
- (5) The "Open Door" philosophy subscribed to in the past will be modified by public policy through more rigorous admission and retention standards, the assessment of fees in addition to those currently charged, and a shift in expectations, previously held, that the colleges can help almost everyone overcome educational deficiencies.
- (6) Financial support from the State is likely to be less generous than in the past, thus causing the District and the colleges to devise and implement systems for determining needs, cost effectiveness, and the establishment of priorities consistent with public policy. More attention will be given to private sources of financial support.
- (7) Public policy will return to local boards of trustees some of the power lost to the Legislature and the Board of Governors through Proposition 13 and legislative statutes.
- (8) The colleges will continue to serve special groups through categorical funding provided by the State for vocational education, handicapped students, disadvantaged students, pre-school programs and patients in the Porterville State Hospital.
- (9) The respective student bodies will reflect changes in public policy; the various ethnic groups will be represented according to their respective proportion of the total population of the college service areas; the trend toward a greater percentage of part-time students will level off; and the age of the student body will stabilize at or near its current level.
- (10) The demographic data and projections provided by the Kern and Tulare Counties Planning Departments are carefully compiled, accurate, and reasonable.
- (11) Projected population growth is dependent to a substantial degree on economic growth and a favorable employment picture in the Kern Community College District and state-wide.
- (12) Feeder high school enrollments have "bottomed out" and will steadily grow during the next 17 years. This growth will vary for the three college service areas.
- (13) The Colleges will compete successfully with proprietary schools and will cooperate with other institutions in the public sector which set out to meet some of the educational needs of adults.
- (14) With projected population growth, increased high school enrollments, projected economic well-being, and a commitment to meet educational needs, the student population of the colleges of the Kern Community College District will grow consonant with the increase in numbers of people living in the respective college service areas.

- (15) Changes in accessibility that may be brought about by the imposition of fees or a change in admission standards could alter enrollment forecasts.
- (16) With respect to staffing, efforts will continue to be made by the colleges to only replace retirees and those who resign where a case can be made that such replacements are absolutely necessary. It is assumed that rigorous tests will be devised and implemented to assist with such decisions with respect to adding or replacing staff members.
- (17) The District and College affirmative action plans will continue to be implemented.

CONCLUSIONS

- (1) The mission statement of the Kern Community College District does not explicitly tell the colleges what it is that the Board of Trustees expects them to do with respect to curriculum and services.
- (2) The assumptions noted in this chapter are designed to be heuristic, i.e., leading to further examination.

RECOMMENDATIONS

- (1) The mission statement should be reviewed periodically by the faculty, administration, and Board of Trustees in view of changing public policy and external factors.
- (2) If the mission statement is revised, goals and objectives to accomplish the mission should be couched in less global and more specific terms.
- (3) A revised mission statement should note objectives that lend themselves to evaluation.
- (4) A revised mission statement should be reflective of public policy as set forth by the state legislature and the governor.
- (5) A revised mission statement should address itself to both institutional and student goals.

KERN COMMUNITY COLLEGE DISTRICT

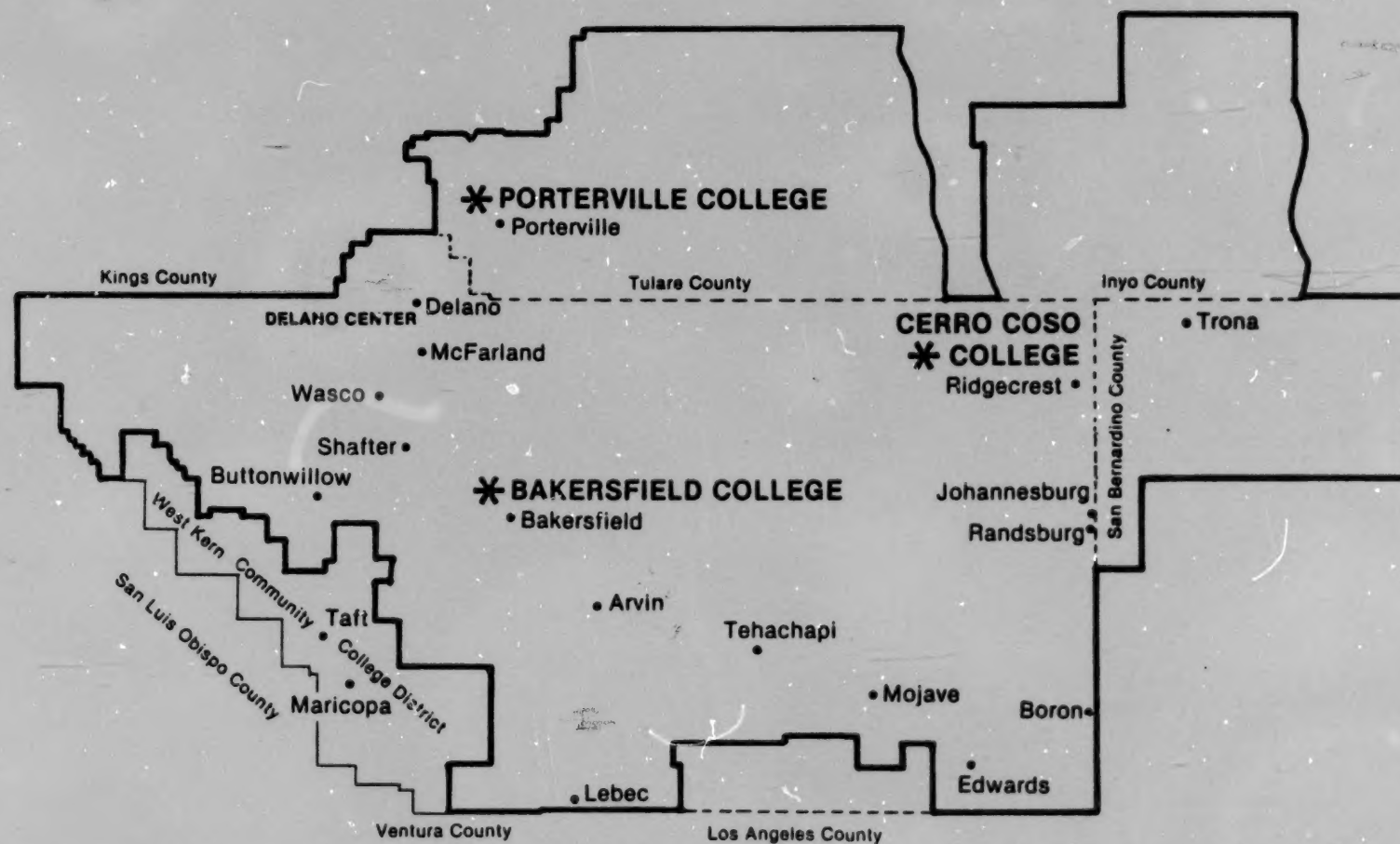


Figure 1. Kern Community College District Boundaries

KERN COMMUNITY COLLEGE DISTRICT COLLEGE SERVICE AREAS

- 7 -

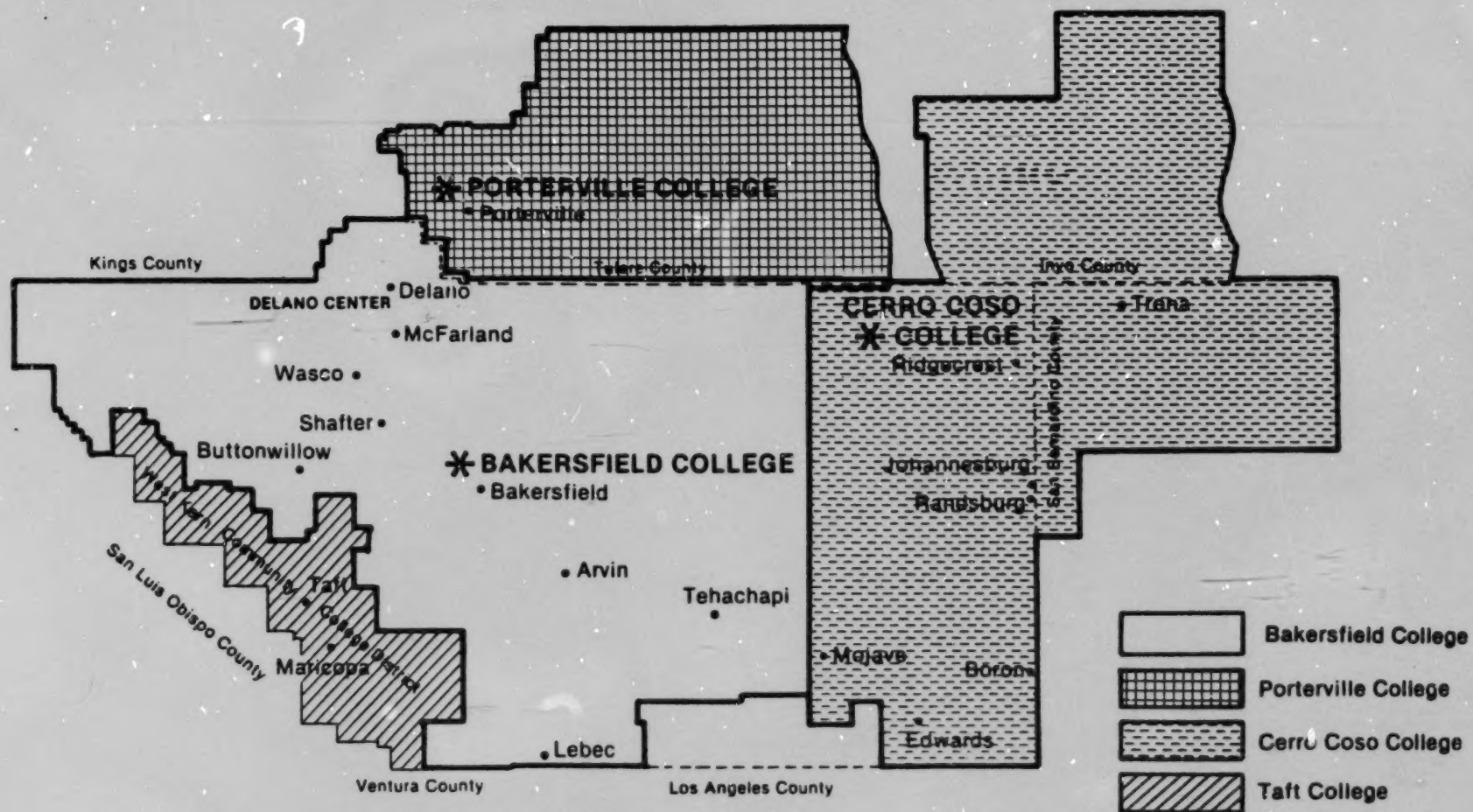


Figure 2. Kern Community College District--College Service Areas

PART I
INTERNAL CHARACTERISTICS

CHAPTER II
KERN COMMUNITY COLLEGE DISTRICT

INTRODUCTION

Long-range planning in the Kern Community College District must take into account the geography of the District. To begin with, the District is enormous in size encompassing 12,500 square miles located in parts of four counties. The three colleges serve three discrete areas and populations located in Tulare County to the north, Kern, Inyo, and San Bernardino Counties to the east, and most of Kern County in the greater Bakersfield area and environs. The two maps on the previous pages show the District boundaries and the college service areas.

The unique aspect of the Kern Community College District is distance. From the District Office located in downtown Bakersfield, Cerro Coso College is 125 miles (2½ hours) to the east and Porterville College is 65 miles (1½ hours) to the north. Bakersfield College is located in Bakersfield and operates a center in Delano which is 40 miles to the north, and a center in downtown Bakersfield.

COLLEGE SERVICE AREAS

This planning effort defines the three college service areas as follows and as shown on page 7.

Porterville College

The Porterville College Service Area is all of the Kern Community College District that lies within the boundaries of Tulare County. This includes 13 elementary and secondary school districts, with the major population center being Porterville.

According to the 1980 census, the number of people living in the Porterville College Service area is 59,538. This figure is arrived at by compiling the population reported in the various Census Tracts and Enumeration Districts in that part of Tulare County lying within the Kern Community College District. Porterville College also serves a number of students residing in Tulare County, but outside the Kern Community College District. Also, the college serves a few students living to the south in Kern County. However, for the purposes of this study the Porterville College Service Area is restricted to the part of Tulare County that is within the Kern Community College District.

Cerro Coso College

The Cerro Coso College Service Area encompasses all of Kern County east of Tehachapi including the population centers of Ridgecrest, Inyokern, China Lake, Mojave, Edwards Air Force Base, Rosamond and Boron. Also included in the Cerro Coso Service Area are parts of Inyo and San Bernardino Counties. Since the population in these two areas is small and extremely difficult to arrive at, these numbers are not included in the Cerro Coso Service Area for purposes of population and enrollment projections. Also not included are the people of Inyo and Mono Counties who are served by Cerro Coso College, but who do not reside in the Kern Community College District.

According to the 1980 Census the number of people living in the Cerro Coso Service Area, as defined above, is 50,700. This figure is arrived at by compiling the populations reported in the various Census Tracts and Enumeration Districts within the Boundaries noted in this section.

Bakersfield College

The Bakersfield College Service Area includes all of Kern County not served by Cerro Coso College except for that part of the County lying within the West Kern Community College District (Taft). The major population centers served are Bakersfield, Delano, Wasco, Shafter, McFarland, and Arvin.

According to the 1980 Census the number of people living in the Bakersfield College Service Area is 333,830. This figure is arrived at by compiling the populations reported in the various Census Tracts and Enumeration Districts in the part of Kern County not served by Cerro Coso or Taft Colleges.

IMPACT OF GEOGRAPHY

Organization

The distances involved and the unique areas being served have led to the establishment and development of three semi-autonomous colleges, Bakersfield, Cerro Coso and Porterville. The Delano Center and the Edwards Air Force Center are operated by Bakersfield and Cerro Coso Colleges respectively.

College presidents have wide ranging authority with respect to the curriculum, staffing, and finance. The practice is for the presidents to involve their respective staffs in the decision making process leading to their recommendations to the District Chancellor.

The Chancellor has final authority in all matters related to the operation of the colleges and the District, but with respect to the colleges, the practice has been to provide many degrees of freedom to the college presidents.

The District Chancellor chairs a Cabinet composed of the College Presidents, the Vice Chancellor, the Business Manager and the Assistant to the Chancellor. The agendas of this Cabinet focus on policies and procedures, budget considerations, public policies, collective bargaining matters, and Board actions. College matters that transcend the operation of a particular campus are also reviewed by the Cabinet, with the Chancellor making the final call. The Cabinet, then, is a clearing house, a sounding board, a communications device, and an advisory body to the Chancellor.

The colleges, in turn, have their own councils that focus on governance, curriculum, student services, faculty concerns, and issues that impact on classified employees. The Board Policy Manual identifies issues that are within the scope of collective bargaining, and those that require college-level consultation with academic senates.

With respect to collective bargaining, the District has the sole responsibility to deal with the exclusive agents, both certificated and classified. Through Cabinet deliberations, and through frequent contacts between the Chancellor and the college presidents, the District develops major positions to be taken at the bargaining table.

Communications

As suggested above, distances, diverse areas, and unique needs make communication difficult between the District and the colleges and among the colleges. The Cabinet is the major device for the development and maintenance of effective communication. From time-to-time the District organizes and presents "road shows" that are taken out to the colleges by District personnel to explain proposed changes in policies and procedures or to bring the colleges up to date on issues facing the colleges. These efforts also include eliciting comments and advice from personnel at the colleges.

Communication is, understandably, a major problem in a district covering so much area and with colleges so widely dispersed and serving somewhat unique populations. This issue leads naturally into a consideration of centralization-decentralization.

Centralization-Decentralization

Geography of the Kern Community College District acts on the organization to bring about a certain level of decentralization. On the other hand, the Legislature, the Board of Governors, and collective bargaining are forces that push in the direction of centralization. The Kern Community College District operations are probably more decentralized than almost any other district in the state mainly for reasons of geography, practice, and tradition. The colleges still have wide ranging degrees of freedom to try to meet the educational needs of their respective service areas. On the other hand, forces are at work that tend toward a centralization of authority. The college view is that there has been an erosion of the principle of decentralization. The District view is that state mandates continue to press toward greater centralization at the state level. A dialogue probably should take place to definitely define the issues that are college responsibilities, those that are District responsibilities, and those that overlap and require adjudication by the Chancellor.

Currently the administration of fiscal matters, personnel procedures, and the addition, major modification and major maintenance of facilities are centralized at the District. However, the colleges manage their own budgets, select their own respective staffs, and have a strong influence on the development of facilities (new or otherwise.)

Duplication

Economic prudence would suggest a minimum of duplication of major curricular programs. In other multi-college districts in California it is easier to control duplication when students can be advised to drive a few extra miles and enroll at one of the other colleges of the District. This is certainly true in Los Angeles, San Diego, Coast, North Orange, Ventura, State Center, Foothill-DeAnza, Peralta, Los Rios, and almost every other multi-college district in California. But when students who live in Ridgecrest are counseled to enroll at Bakersfield College or Porterville College, or Bakersfield College students are told they have to drive to Porterville or Ridgecrest there is the major problem of either commuting long distances or moving. As a consequence the colleges of the Kern Community College District tend to duplicate curricular programs in many areas and tend not to delineate curricular responsibilities for the three colleges. There are restrictions on duplication that have been arrived at

through the years, but these are minimal and usually are in the category of those requiring expensive facilities and equipment, or low student-teacher ratios. Recently, the District has resolved this problem with respect to nursing programs by having Bakersfield College operate registered nursing programs at Cerro Coso College and Porterville College when a pool of students is developed and need can be demonstrated.

Perhaps the future will require the colleges to do less duplication of curricular offerings. If so, this will call for careful planning and agreed upon delineations.

QUESTIONS

- (1) Are the District and the colleges satisfied with the organizational system for generating and implementing policies and procedures and coordinating activities?
- (2) Is the communications network adequate to keep District and college personnel properly informed of issues, proposed policies, and decisions?
- (3) Has collective bargaining been influential in opening lines of communications?
- (4) Has the District properly delineated functions to be centralized and those to be decentralized?
- (5) Do the colleges have a level of autonomy that fosters creativity and problem solving at the appropriate level?
- (6) Is duplication of curricular offerings a serious problem, and if so, what procedures should be inaugurated to resolve this issue?

CONCLUSIONS

- (1) The enormous size of the Kern Community College District creates unique problems related to organization, communication, duplication of curricular offerings, and the issue of centralization/decentralization.
- (2) The College service areas are appropriate, considering distance and ease of commuting.
- (3) District organization that recognized the importance of college autonomy has worked effectively in the past.
- (4) The difficulty of communicating in a District of this size creates misunderstandings and tensions.
- (5) Strong forces are at work that are leading to more centralization of authority at the District level.
- (6) The duplication of curricular offerings at the three colleges is expensive, but is made necessary by distance and discrete populations served.

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RECOMMENDATIONS

- (1) Retain the present college service area boundaries.
- (2) For purposes of long-range planning, engage District and college personnel in a dialogue on communication and shared power that may result in a more effective organizational configuration, an improved system of communication, and a new approach to the issue of centralization/decentralization.
- (3) A rigorous system of curricular program review should be instituted to examine the possibilities of reducing unnecessary existing duplication among the colleges, and establishing standards for the introduction of new offerings.
- (4) The Board of Trustees of the Kern Community College District is encouraged to exercise its authority to review and pass on programmatic curricular questions. The colleges and the District should, through their own councils, be prepared to justify to the Trustees, in a comprehensive manner, recommendations for programmatic changes in the curriculum.

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CHAPTER III
CURRICULUM AND SERVICES

INTRODUCTION

In this chapter we have tried to bring into focus the curricular programs and the services offered by the colleges of the District. Also included in this chapter are references to productivity in terms of ADA per FTE instructor, and programs that are categorically funded.

BACCALAUREATE COURSES

Historically, the three colleges of the District have developed strong baccalaureate level programs. In the beginning, the junior colleges authorized by the State of California grew out of the need of the University of California to establish a better screening device for entrance into the University, and to give non-eligible high school graduates a second chance. These functions also applied for entrance into the state college system. As a result, locally established and controlled junior colleges developed fairly comprehensive baccalaureate level programs, supported these programs with staff and facilities, and took great pride in the achievement of their transfer students. At the zenith of this effort it was common for most junior colleges to claim that about one-third (1/3) of their students, in fact, transferred. Bakersfield College and Porterville College followed this general statewide pattern.

However, as the junior college became a community college and the mission became more comprehensive, more and more people attended community colleges who satisfied their own educational goals, but who never transferred to a four-year college or university. Some of these students already had baccalaureate degrees, others were looking to upgrade their skills and information for purposes of career changes or job promotion, still others enrolled to enrich their personal lives, and, of course, substantial numbers of younger students had as their aim a baccalaureate degree. To meet the needs of all of these different categories of students the colleges continued to offer baccalaureate level courses and programs that very nearly spanned the spectrum of professional training. And the people in the service areas of the colleges continued to enroll in these courses in large numbers. Bakersfield College, Cerro Coso College and Porterville College all follow this pattern.

To be more specific, this section attempts to give an accurate current picture of the baccalaureate level course enrollments and staff committed to those courses. The years selected to reflect the current status are 1981 and 1982. The courses offered during the fall semesters of these two years identified by the three colleges as baccalaureate are the ones used to reflect the current picture. All other courses are grouped under "non-baccalaureate courses."

In 1979-80, the California State University and Colleges system required all of the community colleges in California to identify baccalaureate level courses and submit these courses for either concurrence or denial. This was done and after some negotiation and compromise there has been agreement on the list of baccalaureate courses offered by the community colleges. The three colleges of the Kern Community College District have followed this procedure and have identified their baccalaureate courses in their catalogs. Using the college designations, it was possible to look at the baccalaureate courses, course-by-course, and determine enrollments at the first census of both fall semesters, the number completing each course with an A, B, C, D, or CR, and the number of full-time equivalency (FTE) faculty committed by the colleges to these particular classes.

Viewing the data compiled as noted above as a "snapshot" of the respective college baccalaureate level programs we find that in general three-fifths (3/5) to two-thirds (2/3) of the seats taken are in baccalaureate level courses. This varies to some degree from college-to-college, but it would be conservative and accurate to say that the colleges commit a majority of their respective teaching faculties to baccalaureate level courses and a majority of the students enrolled are in these classes.

To be more specific, Table 1 shows the relative size of the respective baccalaureate and non-baccalaureate enrollments at the three colleges compared to total enrollments.

TABLE 1
KERN COMMUNITY COLLEGE DISTRICT
BACCALAUREATE CLASS
ENROLLMENTS AND PERCENTAGES
1981 - 1982

	Fall 1981		Fall 1982	
	Enrollments	Percentage	Enrollments	Percentage
<u>Bakersfield College</u>				
Baccalaureate	21,657	63%	21,743	66%
Non-Baccalaureate	<u>12,855</u>	37%	<u>11,187</u>	34%
TOTAL	34,512		32,930	
<u>Cerro Coso College</u>				
Baccalaureate	6,505	81%	4,717	81%
Non-Baccalaureate	<u>1,532</u>	19%	<u>1,106</u>	19%
TOTAL	8,037		5,823	
<u>Porterville College</u>				
Baccalaureate	5,117	58%	4,835	63%
Non-Baccalaureate	<u>3,710</u>	42%	<u>2,806</u>	37%
TOTAL	8,827		7,641	
<u>Kern Community College District</u>				
Baccalaureate	33,279	65%	31,295	67%
Non-Baccalaureate	<u>18,097</u>	35%	<u>15,099</u>	33%
TOTAL	51,376		46,394	

Completion rates with respect to baccalaureate level courses are virtually identical with college-wide completion rates. Completion is defined as receiving an A, B, C, D, or CR at the end of the semester. In general, the rate of completion of baccalaureate level courses approximates two-thirds (2/3), which is the same for all courses attempted. Table 2 on page 15 makes this generalization explicit.

TABLE 2
KERN COMMUNITY COLLEGE DISTRICT
BACCALAUREATE CLASS
ENROLLMENTS—COMPLETIONS—PERCENTAGES
1981 - 1982

	Fall 1981			Fall 1982		
	Enrollments	Completions	%	Enrollments	Completions	%
<u>Bakersfield College</u>						
Baccalaureate	21,657	14,671	68%	21,743	14,846	68%
Non-Baccalaureate	<u>12,855</u>	<u>7,803</u>	<u>61%</u>	<u>11,187</u>	<u>7,180</u>	<u>64%</u>
TOTAL	34,512	22,474	65%	32,930	22,026	67%
<u>Cerro Coso College</u>						
Baccalaureate	6,505	4,455	68%	4,717	3,317	70%
Non-Baccalaureate	<u>1,532</u>	<u>1,103</u>	<u>72%</u>	<u>1,106</u>	<u>786</u>	<u>71%</u>
TOTAL	8,037	5,518	69%	5,823	4,103	70%
<u>Porterville College</u>						
Baccalaureate	5,117	3,448	67%	4,835	3,328	69%
Non-Baccalaureate	<u>3,710</u>	<u>2,777</u>	<u>75%</u>	<u>2,806</u>	<u>2,113</u>	<u>75%</u>
TOTAL	8,827	6,225	71%	7,641	5,441	71%
<u>Kern Community College District</u>						
Baccalaureate	33,279	22,574	68%	31,295	21,491	69%
Non-Baccalaureate	<u>18,097</u>	<u>11,683</u>	<u>65%</u>	<u>15,099</u>	<u>10,079</u>	<u>67%</u>
TOTAL	51,376	34,257	67%	46,394	31,570	68%

Finally, it is instructive to ask what portion of the teaching staff is assigned to baccalaureate level courses. Since baccalaureate level courses enroll approximately two-thirds (2/3) of the students it should not be surprising to find that the full-time equivalent instructors assigned to these courses approximate two-thirds (2/3) of the teaching staff. This is the case as demonstrated on Table 3 on page 16.

TABLE 3
KERN COMMUNITY COLLEGE DISTRICT
FULL-TIME EQUIVALENT FACULTY ASSIGNMENTS
1981 - 1982

	Fall 1981		Fall 1982	
	Full-Time Equivalent Faculty Assigned	Percentage	Full-Time Equivalent Faculty Assigned	Percentage
<u>Bakersfield College</u>				
Baccalaureate	163	61%	175	65%
Non-Baccalaureate	105	39%	93	35%
TOTAL	268		268	
<u>Cerro Coso College</u>				
Baccalaureate	49	81%	62	81%
Non-Baccalaureate	11	19%	15	19%
TOTAL	60		77	
<u>Porterville College</u>				
Baccalaureate	38	46%	41	49%
Non-Baccalaureate	44	54%	43	51%
TOTAL	82		84	
<u>Kern Community College District</u>				
Baccalaureate	250	61%	278	65%
Non-Baccalaureate	160	39%	150	35%
TOTAL	410		428	

Returning now to the issue of numbers of students using their credits in baccalaureate level courses to actually transfer to four-year colleges and universities, we see a substantial discrepancy between numbers enrolled and completing, and the percentage of total enrollment actually transferring.

The University of California system (UC), the California State Universities and Colleges (CSUC), and California Postsecondary Education Commission (CPEC) look at this discrepancy and criticize the community colleges for their emphasis on baccalaureate level courses in the face of so few transferring. The sole justification for baccalaureate level courses used by these agencies is the number transferring. And—if this is the only test applied the results have been and are damaging to the community colleges. California Postsecondary Education Commission for example, in its "Update of Community College Transfer Student Statistics; Fall 1982" reports the following transfer trend with respect to the colleges of the Kern Community College District.

TABLE 4
KERN COMMUNITY COLLEGE DISTRICT
TRANSFER STUDENTS
UNIVERSITY OF CALIFORNIA AND STATE COLLEGE SYSTEMS
1977 - 1982

	1977		1979		1981		1982	
	Transfers		Transfer		Transfers		Transfers	
	UC	CSUC	UC	CSUC	UC	CSUC	UC	CSUC
Bakersfield College	35	474	35	521	22	373	21	333
Cerro Coso College	6	41	2	54	5	38	3	34
Porterville College	10	93	8	74	3	67	6	82
Kern Community College District	51	608	45	649	30	478	30	449

Using the same two years referred to earlier i.e., 1981 and 1982, the following table reflects the percentage of students enrolled in baccalaureate level courses compared to the number who actually transferred.

TABLE 5
KERN COMMUNITY COLLEGE DISTRICT
STUDENTS IN BACCALAUREATE COURSES COMPARED TO ACTUAL TRANSFER
1981 - 1982

	Fall 1981				Fall 1982			
	Number Enrolled	Number in* Bacc. Courses	Number Transferred	% Trend	Number Enrolled	Number in* Bacc. Courses	Number Transferred	% Trend
Bakersfield College	11,750	7,373	395	5.4%	11,145	7,355	354	4.8%
Cerro Coso College	3,820	3,094	43	1.4%	3,945	3,195	37	1.2%
Porterville College	2,735	1,586	70	4.4%	3,441	2,167	88	4.1%
Kern Community College District	18,305	11,898	508	4.3%	18,531	12,415	479	3.9%

* It is acknowledged that the numbers in column 2 may be inaccurate. For lack of a better system for arriving at the number of baccalaureate level students enrolled, we simply applied the percentage of seats taken in baccalaureate level courses (65%) to the total enrollment. It may not follow that if 65% of the seats are in baccalaureate level courses that—ergo, 65% of students enrolled are baccalaureate bound students. Since there is no precise way to determine the percentage of baccalaureate bound students, this was the only method that we could devise.

The figures, in Table 5, were arrived at as follows: column 1 represents official enrollments (head count) for the first census in the fall semester; column 2 represents the percentage of enrollments in baccalaureate level classes applied to the total enrollment*; column 3 shows the California Postsecondary Education Commission report on students transferring from the respective colleges to University of California and California State Universities and Colleges; and column 4 represents the percentage of column 2 transferring. As can be seen from this table the percentage of students taking baccalaureate level courses at the three colleges of the Kern Community College District who actually transfer is about 4%.

Another way to look at this issue is to use the full-time students as a base and try to determine the percentage transferring as follows:

TABLE 6
KERN COMMUNITY COLLEGE DISTRICT
FULL-TIME STUDENTS COMPARED TO BACCALAUREATE ENROLLMENTS
AND TRANSFERS
1981 - 1982

	Fall 1981				Fall 1982			
	Full-time Students	Number In* Bacc. Courses	Number Transfrd.	% Transfrd.	Full-time Students	Number In* Bacc. Courses	Number Transfrd.	% Transfrd.
Bakersfield College	2,992	1,885	395	21%	3,171	2,092	354	17%
Cerro Coso College	323	261	43	16%	408	330	37	11%
Porterville College	714	414	70	17%	674	424	88	21%
Kern Community College District	4,029	2,618	508	19%	4,253	2,849	479	17%

These figures were arrived at as follows: column 1 represents official full-time enrollments for the first census in the fall semester; column 2 represents the percentage of enrollments in baccalaureate level courses applied to the full-time enrollment*; column 3 shows the California Postsecondary Education Commission report on students transferring from the respective colleges to the University of California and California State Universities and Colleges; and column 4 represents the percentage of column 2 transferring.

* See note at bottom of page 17.

It is true that the total number of students transferring to the University of California and California State Universities and Colleges annually has declined. This is true both in gross numbers and percentages. The colleges of the Kern Community College District are not exceptions in this regard. The societal and educational forces that have brought about this change are complex and subject to speculation. One incontrovertible factor is the competition for students among the various segments of higher education. As the University of California and California State University and Colleges intensify their efforts to recruit high school seniors, the community colleges will lose transfer level students. Since the University of California and California State Universities and Colleges and the community colleges all over-built during the 60's and 70's, there is a natural competition for students. As the state's population grows and the colleges remain static in student capacity this problem should correct itself.

California Postsecondary Education Commission transfer studies tend to put community colleges in a poor light by comparing the number transferring with total enrollment. If this were done for the Kern Community College District, the percent transferring in 1982 would have been 2.58%. But—looking at the data where the number transferring is compared with full-time students enrolled in baccalaureate level courses, the percentage is 17%. Statisticians the world over recognize the possibility of manipulation, and those at California Postsecondary Education Commission are not exceptions.

Still there is the haunting questions of all those seats taken in baccalaureate level courses compared with so few transferring. The community colleges have to address this issue. A response that probably goes to the heart of the matter relates to mission. To illuminate this issue for further discussion the following table is submitted for the same two years that we have been considering:

TABLE 7
KERN COMMUNITY COLLEGE DISTRICT
STUDENT'S WITH BACHELORS OF ARTS DEGREES
1981 - 1982

	1981			1982		
	Number Enrolled	# With B.A. Degrees	% With B.A. Degrees	Number Enrolled	# With B.A. Degrees	% With B.A. Degrees
Bakersfield College	11,750	782	6.7%	11,145	851	7.6%
Cerro Coso College	3,820	486	12.7%	3,945	560	14.2%
Porterville College	2,735	174	6.4%	3,441	159	4.6%
Kern Community College District	18,305	1,442	7.9%	18,531	1,570	8.5%

It is virtually certain that the 7-8% who already have baccalaureate degrees are not going to show up in transfer statistics. High school students who are concurrently enrolled in baccalaureate level courses at one of the colleges similarly will not be counted as transferring until a later date, and not then, if they go directly from high school to the University of California or California State Universities and Colleges.

It is also true that there are large numbers of students enrolled in baccalaureate level courses whose goals do not include transferring, but relate to career training, promotion, or for their own general reduction. Examples of this would be enrollment in computer science, accounting, management, mathematics, art, music, behavioral science, communications, English, and philosophy courses.

However, having noted categories of enrollments which distort transfer statistics, the facts remain that the colleges are still offering a curriculum that is heavily weighted toward baccalaureate level courses, and are still committing about two-thirds (2/3) of assigned faculty time to these level courses. In master planning for the future the colleges will have to confront this issue, ask the right questions, and seek answers with respect to future curricular trends.

For purposes of strategic planning this section provides a current picture of the colleges of the district committing about two-thirds (2/3) of their resources to baccalaureate level programs, with only a relatively few of the numbers enrolled in these programs actually transferring. A number of questions are raised that need to be addressed by the colleges as they develop their educational master plans.

OCCUPATIONAL COURSES

As has been suggested earlier in this document, little emphasis was placed on occupational education in the first thirty years of the fledgling junior colleges in California. The curriculum, the faculty, and the students enrolled all reflected a consuming interest in baccalaureate level courses. Such a great value was put on transferability of courses and such high prestige accorded these courses that efforts were constantly being made to qualify courses as baccalaureate even though their prime purpose was not to prepare students for transfer. Courses intended to get students ready for immediate employment, i.e., occupational level courses, suffered from this syndrome. Instead of standing on their own merit as occupational courses, persistent efforts were made to construe these courses as baccalaureate. These forces are still at work.

As a consequence of this "transfer syndrome", the courses offered, students enrolled and faculty assigned at the three colleges of the Kern Community College District reflect a strong emphasis on baccalaureate level classes. Non-baccalaureate classes comprise only about one-third (1/3) of the offerings. Since many occupational courses are designated baccalaureate, and since some non-baccalaureate courses are categorized as basic skills, rather than occupational, it is very difficult to get a true picture of the current status of occupational programs and courses at the colleges of the District.

A review of the three college catalogs and class schedules indicates a wide spectrum of programs and courses that prepare students for immediate employment and thus could be categorized as occupational in nature. Using the designation of "Certificate Programs" as one definition of occupational curricula, we see that the colleges note the numbers of these are follows:

Bakersfield College	39
Cerro Coso College	18
Porterville College	17

Moving from numbers of programs to the scope of offerings, these range across the alphabet from accounting to welding. The fields of employment that are significantly represented in these certificate programs are business, industrial education, health services, public administration, and family and consumer education.

Since enrollment statistics and staff assigned for certificate programs are not readily accessible, we looked at courses identified as occupational by the State under the classification of the United States Office of Education (U.S.O.E.) numbers. This turned out to be ambiguous and only marginally useful. Even the State Chancellor's Office is giving up on the U.S.O.E. numbering system. However, we were able to determine enrollments and retention rates of courses identified with a U.S.O.E. number for the years 1981 and 1982 which are the same years used for our "snapshot" of baccalaureate and non-baccalaureate courses. As enrollments in these courses are analyzed it is instructive to have in mind the major categories of courses that are subsumed under the U.S.O.E. system. These are as follows:

Agriculture	Health Occupations
Environment Design	Education
Business Management	Home Economics
Distributive Education	Office Occupations
Radio Television	Technical Education
Trade and Industrial Education	

Not all courses at the three colleges that would fall in these eleven categories are designated as occupational and, therefore, given a U.S.O.E. number by the State Chancellor's Office. Also, it must be borne in mind that many courses with a U.S.O.E. number are also designated as baccalaureate by the colleges and, therefore, enrollments in these classes are double counted in this study, i.e., the enrollments appear in the baccalaureate count as well as the U.S.O.E. count. The only courses being considered in this section are those which have officially been assigned a U.S.O.E. number. These courses are divided into "census classes" and "positive attendance" classes. Using the U.S.O.E. classification system, the total number of enrollments in U.S.O.E., courses at the three colleges for the fall semesters of 1981 and 1982 are as follows:

TABLE 8
KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENTS AND ADA IN OCCUPATIONAL COURSES
1981 - 1982

	Fall 1981				Fall 1982			
	Census Courses Enrollments	Positive Attendance Enrollments	Total U.S.O.E. Enrollments	U.S.O.E. ADA	Census Courses Enrollments	Positive Attendance Enrollments	Total U.S.O.E. Enrollments	U.S.O.E. ADA
Bakersfield College	13,362	3,791	17,153	1,600	12,323	3,439	15,762	1,628
Cerro Coso College	3,847	472	4,219	373	3,551	317	3,868	344
Porterville College	2,105	2,078	4,183	394	2,332	2,867	5,199	401
Kern Community College District	19,314	6,341	25,565	2,367	18,206	6,623	24,829	2,373

To get an idea of the magnitude of the occupational programs at the colleges as represented by the U.S.O.E. courses, a fairly simple base for comparison would be Average Daily Attendance as shown on Table 9 for 1981 and 1982.

TABLE 9
KERN COMMUNITY COLLEGE DISTRICT
U.S.O.E. GENERATED AVERAGE DAILY ATTENDANCE
1981 - 1982

	Fall 1981			Fall 1982		
	U.S.O.E. ADA	Total ADA	Percentage	U.S.O.E. ADA	Total ADA	Percentage
Bakersfield College	1,600	3,195	50.1%	1,628	3,237	50.1%
Cerro Coso College	373	706	52.8%	344	764	45.0%
Porterville College	394	1,111	35.5%	401	1,006	39.9%
Kern Community College District	2,367	5,012	47.2%	2,373	5,007	47.4%

It appears that approximately one-half ($\frac{1}{2}$) of the average daily attendance generated by the colleges is from the U.S.O.E. courses. Once again, it must be borne in mind that a substantial number of U.S.O.E. courses are also designated by the colleges as baccalaureate level courses.

It should also be remembered that we have no consistent definition of what constitutes an occupational course. We have baccalaureate courses designated, basic skills courses designated, and the United States Office of Education courses designated. We have Classification of Instructional Disciplines, Taxonomy of Programs, United States Office of Education--Student Accountability Model, and perhaps other systems of course classifications. However, the District does not compile enrollments, course completions, average daily attendance generated, or staff assigned with respect to some agreed upon definition of an "occupational course". It would be possible, of course, to arrive at such a definition and create a computer program that would compile the needed data in such a way as to facilitate analysis. For example, data probably exists to analyze a program such as welding with respect to enrollments, completions, staff assigned, average daily attendance generated, certificates and/or degrees awarded, employment placements, and cost per average daily attendance. But, these data are not readily accessible and as a result it is extremely difficult to provide a "snapshot" of the current status of our respective occupational programs.

Defining occupational courses as those having an assigned United States Office of Education number, it is reasonable to say that these courses generate about 50% of the colleges' average daily attendance and that persistence of students enrolled in occupational courses appears to be at a slightly higher percentage when compared to all students.

CAREER PLACEMENT

All three colleges of the District have personnel assigned to assist students with job placement. However, in the main, this effort is not in the direction of career placement, but rather part-time employment to help students with their financial problems while attending college. This latter function is reasonable and helpful to students, but it does not address the question of occupational training leading to job placement.

With respect to this issue, the colleges report that very little is done in a formal, organized way. If the question were to be put to individual faculty or departments whose responsibilities are in the area of occupational training, they would respond that their students, upon completion of their training, do, in fact, get jobs. However, if this subject is pursued and specifics are called for, the responses become vague. None of the colleges has a study or a survey to show job placement experience. None of the colleges has a job placement office where emphasis is put on career placements.

Bakersfield College participated in the State-wide Longitudinal Study conducted in 1978-81 with a sample of 442 freshman students. These students were followed for three years to record academic progress, relationship of job to courses taken, the usefulness of their respective curricular programs, job changes, level of employment compensation, advancement on the job, and evaluation of training. This Study reports composite findings, but each participant college is the repository of its own data. The Study does not ask the specific question of whether or not the college helped with career placement. It does reflect positive feelings on the part of the students surveyed with regard to the usefulness of their training, and whether or not this training related to their particular employment. This document assumes that Bakersfield College students surveyed made similar assessments.

Cerro Coso College reports that through their Cooperative Education Program they can confirm a number of career placements during the past two years. These are all in technical fields as follows:

Physical Science Technician	6
Engineering Technician	16
Electronics Technician	37
Computer Science Technician	10

As with the other colleges, Cerro Coso emphasizes helping students with part-time jobs while they are enrolled. Career placements are not a matter of record except in the Cooperative Education Program.

At Porterville College the only statistics available relating to career placement are for vocational nursing and psychiatric technician. All other occupations are noted as "unknown" with respect to career placements.

In summary, the colleges of the District cannot, in an organized formal way, answer the question that relates to job placement following occupational training. We would have a difficult time testifying in Sacramento on this subject. The University of California, Los Angeles study, conducted by Professor Wellford Wilms, that alleges that the community colleges do not do a good job in preparing students for the job market could not be refuted by the Kern Community College District by citing statistics related to job placement, promotion, appropriateness of training, or job satisfaction. We believe that our occupational training programs are germane to the world of work, but we do not have the data to support this contention.

BASIC SKILLS COURSES

For purposes of this document Basic Skills courses are defined as those classes with an X coding within the Student Accounting Methods Classification System. These turn out to be repair courses in reading, writing, and mathematics. More specifically these courses are entitled English, Learning Skills, Reading, Mathematics, and Oral Communications. They are designed to repair educational deficiencies that certain students bring with them as they opt to enroll in the colleges of the District. Any "snapshot" of the colleges as they exist today should bring into focus the magnitude and the success of efforts being made to repair educational deficiencies. Using the definition noted, it is possible to compare enrollments in basic skills courses with total enrollments of the colleges as follows for the fall semesters 1981 and 1982:

TABLE 10
KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENTS, BASIC SKILLS CLASSES
1981 - 1982

	1981			1982		
	Total Enrollment	Basic Skills Enrollments	Percentage	Total Enrollments	Basic Skills Enrollments	Percentage
Bakersfield College	34,512	1,734	6.80%	32,930	1,632	4.90%
Cerro Coso College	8,037	470	5.80%	5,823	332	5.70%
Porterville College	<u>8,827</u>	<u>391</u>	<u>4.40%</u>	<u>7,641</u>	<u>366</u>	<u>4.80%</u>
Kern Community College District	51,376	3,198	6.20%	46,394	2,330	5.00%

It appears from this tabulation that only a small proportion of the colleges' enrollments are in basic skills courses as defined. It is instructive, therefore, to determine the full-time enrollment faculty assigned to the basic skills programs as a percentage of the total faculty assigned. This appears as follows for the same two years.

TABLE 11
KERN COMMUNITY COLLEGE DISTRICT
FULL-TIME EQUIVALENT FACULTY, BASIC SKILLS CLASSES
1981 - 1982

	1981			1982		
	Total FTE Faculty	Basic Skills FTE Faculty	Percentage	Total FTE Faculty	Basic Skills FTE Faculty	Percentage
Bakersfield College	268	17.8	6.60%	268	12.7	4.70%
Cerro Coso College	60	6.0	10.00%	77	5.0	6.49%
Porterville College	<u>82</u>	<u>2.6</u>	<u>3.10%</u>	<u>84</u>	<u>2.8</u>	<u>3.30%</u>
Kern Community College District	410	27.0	6.58%	428	21.0	4.90%

From these two comparisons, i.e., basic skills enrollments measured against total enrollments, and basic skills full-time equivalent faculty compared to total full-time equivalent faculty, it appears that enrollments in basic skills courses represent about the same proportion of full-time equivalent faculty committed as percentage of students enrolled. Both percentages are small, i.e., around 5% for the entire District. These numbers lead to the conclusion that totally in the District about 5% of the students registered are enrolled in basic skills courses, and, concomitantly, around 5% of the FTE faculty are assigned to teach these courses.

A third question that occurs relates to completion rates. Here again, completion is defined as receiving an A, B, C, D, or CR in the course. Looking at the same two years these numbers and rates appear as follows:

TABLE 12
KERN COMMUNITY COLLEGE DISTRICT
BASIC SKILLS ENROLLMENTS COMPARED TO COMPLETION
1981 - 1982

	1981			1982		
	Basic Skills Enrollment	Basic Skills Completion	%	Basic Skills Enrollment	Basic Skills Completion	%
Bakersfield College	2,337	1,518	64.9%	1,632	1,145	70.1%
Cerro Coso College	470	235	50.0%	307	207	67.4%
Porterville College	391	231	59.0%	366	195	53.3%
Kern Community College District	3,198	1,984	62.0%	2,305	1,547	67.1%

Since completion rates for all courses of the colleges, as previously noted, is 67% for 1981 and 68% for 1982 the rates noted above seem to be reasonable for repair classes. It appears that it is accurate to say that about 5% of the District's students enroll in basic skills classes, that about the same percentage of the full-time equivalent faculty is assigned in these courses, and that the completion rate of those enrolled is about the same as that of students in general.

COUNSELING SERVICES

It is difficult to bring into focus the counseling picture at the three colleges. Perhaps the questions put to the colleges were not explicit enough, or perhaps with reduced resources, counseling is a service that is in transition.

All three colleges state that they attempt to provide students with help in making vocational choices, planning academic programs consonant with vocational decisions, and resolving personal problems that may interfere with academic progress. Related to these objectives are assessment programs that provide data related to abilities, aptitudes and interests.

It seems plain enough that in an open-door college there is a grand sorting out process in operation that is important and necessary. When a college admits "everyone" it will quickly discover that not "everyone" is equally prepared to successfully engage in college level academic work. Highly selective colleges or universities such as the University of California, Stanford, or Harvard do not have this same problem. The consequences of openness are important and far reaching. Some method has to be devised to insure that students have a reasonable chance to succeed, once admitted.

It is also important in an open-door college to help students make reasonable choices with respect to curricular programs to be pursued. Frequently, these two factors, i.e., academic readiness and occupational choice are out of synch and the job of counseling and/or advising becomes exceedingly difficult and requires the services of trained and skilled professionals. Counseling staffs try to grapple with the enormity and complexity of this problem and do so with varying degrees of success.

Perhaps a brief glimpse at what is taking place at the colleges regarding counseling will be a useful antecedent to a further elaboration of purposes and functions.

Looking at the three most recent years 1980-81, 1981-82 and 1982-83, and showing the data separately for the three colleges we see the following picture:

TABLE 13
BAKERSFIELD COLLEGE—COUNSELING ACTIVITIES
1980 - 1983

	Counseling Appointment	Eureka Usage	Career Center Tours	Career Testing
1980-81	8,690	799	33	712
1981-82	8,745	1,295	60	978
1982-83	7,609	1,127	52	850

In addition, at Bakersfield College about 600 students each year are assigned to faculty advisors who assist them with educational planning.

Staffing for the Counseling Center at Bakersfield College for the three years noted is as follows:

TABLE 14
BAKERSFIELD COLLEGE—COUNSELING CENTER STAFF
1980 - 1983

	Administration	FTE Counselors	Classified
1980-81	1	14.0	5.5
1981-82	1	13.8	4.5
1982-83	1	12.4	4.9

So, in summary Bakersfield College operates a Counseling Center which includes a Career Center, offers counseling services to a substantial number of students, administers a testing program, and calls on faculty advisors to assist with educational advising.

At Cerro Coso College all counseling is carried on by two certificated counselors whose assigned time recently has been reduced from 2.0 to 1.6. The following table shows appointments and staff assigned for the three years noted:

TABLE 15
CERRO COSO COLLEGE
COUNSELING ACTIVITIES AND STAFF
1980 - 1983

	Counseling Appointment	Counselors	Classified
1980-81	3,100	2.0	3
1981-82	3,983	1.9	3
1982-83	4,124	1.6	3

Cerro Coso College does not have a faculty advisement system. All counseling-advising is done by the assigned counselors.

In addition, the college offers a comprehensive assessment battery to students and makes the Eureka programs available through terminals located at the college.

Recently at Porterville College there has been a reduction in the number of counselors. Also, counselors at this college have other assignments that relate to the program for handicapped students. Activities of counseling at Porterville College can be summarized as follows for the three years:

TABLE 16
PORTERVILLE COLLEGE
COUNSELING ACTIVITIES AND STAFF
1980 - 1983

	Counselees Assigned	Eureka Usage	Counselors Assigned
1980-81	433	0	.66
1981-82	407	59	.66
1982-83	472	117	.66

In addition, the Enabler Counselor served about 110 students in counseling on a part-time assignment. Also, the Learning Disabilities Specialist has a substantial load in counseling which is also on a part-time basis.

This is a sketchy picture of counseling-testing services at the colleges. No comprehensive data have been compiled to show counselors assigned, counseling appointments, tests administered, or evaluation completed. The "snapshot" brought into focus here is admittedly a little blurred. Data is not kept and compiled with respect to counseling as it is with class enrollments, and statistics are kept differently at the three colleges regarding appointments, etc.

COMMUNITY SERVICES

The only references related to community services in the Board Policy Manual of the Kern Community College District are in regard to the use of facilities by the public, compensation for teaching community service classes, and fees charged for community services classes. There is no philosophic statement with respect to community services, nor is there reference to the presentation of cultural events commonly subsumed under community services. For years the Board has approved expenditures for community services programs, but there is no official policy in support of these programs.

With the passage of Proposition 13 and the elimination of the 5¢ community service tax the District and the colleges had to absorb the substantial expenditures that had been budgeted previously under community services. For example, in 1977-78, the last year of the community services tax, the Kern Community College District budgeted \$1,084,942 in revenue and expenditures for community services. It is true that a majority of these funds were used to abate operating costs related to public use of facilities. However, substantial amounts were budgeted by the colleges in support of cultural programs such as music, drama, lectures, forums, and conferences, all of which could legally be construed under the Civic Center Act as community services. Other expenditures were related to free public use of facilities, and a few community service classes for which no fees were charged.

In June, 1978, with the passage of the Jarvis-Gann Initiative, the 5¢ community service tax vanished, the operational costs formerly charged to community services were absorbed, and the move was made to convert community service classes and cultural offerings to a self-supporting status. Although all three colleges have sweeping philosophic statements related to community services, they are no longer able to offer programs and services that are consistent with these statements.

A District-wide use of facilities fee schedule has been established and implemented which requires the user of facilities to pay the cost of personnel, utilities, and supplies related to the event being sponsored. It is very difficult to consistently charge community groups the full costs of staging an event, but serious efforts are made to do this without violating the Civic Center Act.

With respect to offering community services classes, the colleges of the District have an uneven approach. Porterville College reports that the college has had "little or no success with fee classes except for one real estate and one Emergency Medical Technician refresher class." Porterville goes on to say that "the numbers served are so few that for all practical purposes the college does not have a community service fee class program.

Bakersfield College, on the other hand, reports the following with respect to community service fee classes:

TABLE 17
BAKERSFIELD COLLEGE
COMMUNITY SERVICE FEE CLASSES
1980 - 1983

	1980-81	1981-82	1982-83
Numbers Served	3,640	3,566	4,836
Fees Generated	\$40,149	\$58,842	\$78,588

The courses offered are non-credit, short-term, avocational or special interest, and designed to be self supporting. Bakersfield College has had an encouraging experience with community service fee classes and has a firm commitment to offer such classes only when the fees generated abate the cost of offering the course.

Cerro Coso College reports that no community service classes have been offered during the past three years.

As the District's colleges have moved into a new era of fiscal restraint and retrenchment, with more and more public sentiment and public policy calling for the user to pay, it becomes clear that community services classes and the offering of cultural events under the aegis of community services have to be self supporting. With respect to cultural events, all three colleges now charge an admission fee to cover all of the costs related to these events. With the brief experience of charging for music, drama, lectures, etc., the colleges have not experienced a dramatic drop in attendance at these events. Perhaps there is some wisdom to the belief, held by some, that people place a higher value on an event for which there is an admission charge.

Before leaving the subject of community services, it should be noted that the "snapshot" depicts a dramatic change in services offered under the old banner of community services. The 5¢ community service tax provided an enormous impetus in the direction of servicing the community. Community college administrators state-wide developed comprehensive programs that enriched the cultural and recreational lives of the people of their respective communities. That has changed, and the colleges now have to examine carefully their philosophic statements regarding community services. Also, implicit in the new configuration should be a review of the Civic Center Act and the case law related to it, a re-examination of fees related to the use of facilities, and a District policy statement on community service classes and cultural offerings.

ADA/FTE BY DISCIPLINE

To help us bring the "snapshot" into better focus, it is useful to consider enrollments and FTE faculty assigned in the various disciplines. From this we can note the ADA generated and compute a ratio of ADA to FTE faculty. Using the Taxonomy of Programs System (T.O.P.S.) of classification by discipline it is possible to generate the above noted information in exactly the same way at each of the three colleges. Using T.O.P.S. the curriculum is divided into 21 disciplines at Bakersfield College, 20 at Cerro Coso College, and 17 at Porterville College.

To get a grasp of the total picture, the following table shows college-wide totals in all categories for the respective fall semesters.

TABLE 18
KERN COMMUNITY COLLEGE DISTRICT
FULL-TIME EQUIVALENT/AVERAGE DAILY ATTENDANCE (FTE/ADA)
1981 - 1982

	1981				1982			
	Enrollments	FTE	ADA	ADA/FTE	Enrollments	FTE	ADA	ADA/FTE
Bakersfield College	27,724	261	3,307	12.70	26,475	265	3,177	11.90
Cerro Coso College	6,963	60	682	11.30	7,544	69	779	11.40
Porterville College	<u>6,277</u>	<u>75</u>	<u>920</u>	<u>12.30</u>	<u>5,855</u>	<u>79</u>	<u>923</u>	<u>11.70</u>
Kern Community College District	40,964	396	4,909	12.40	39,874	413	4,879	11.80

It can be seen from this table the colleges average is about 12 ADA per FTE instructor per semester. This is a useful yardstick in looking more specifically at the various disciplines. If the District-wide ADA/FTE is 12 per semester and a particular discipline is consistently below this figure then either justification can be made—or productivity can be called into question. This ADA averages for 1981 and 1982 by disciplines follows on Table 19.

TABLE 19
KERN COMMUNITY COLLEGE DISTRICT
AVERAGE DAILY ATTENDANCE/FULL-TIME EQUIVALENT
BY DISCIPLINE
1981 - 1982

Discipline	Bakersfield College		Cerro Coso College		Porterville College	
	1981	1982	1981	1982	1981	1982
Agriculture & Natural Resources	14.0	11.7	n/a	8.1	7.2	8.6
Architecture & Environment Design	8.2	6.4	n/a	n/a	n/a	n/a
Biological Science	10.5	11.9	10.5	10.3	19.5	19.6
Business Management	11.9	11.9	15.3	10.7	11.3	14.2
Communications	11.8	9.9	n/a	5.6	n/a	n/a
Computer & Information Science	15.2	16.0	16.3	17.9	n/a	n/a
Education	15.2	14.4	17.2	16.4	13.2	13.2
Engineering and Related	10.9	11.9	8.8	9.9	12.7	10.8
Fine & Applied Arts	11.2	9.3	11.6	10.3	11.3	11.1
Foreign Language	11.7	11.5	9.1	20.6	8.9	7.1
Health Occupations	10.5	9.7	11.2	9.0	9.9	9.7
Consumer Education & Home Economics	12.6	13.7	8.1	9.4	10.4	6.1
Humanities	9.3	9.9	8.5	9.7	11.3	11.3
Mathematics	17.2	15.2	11.9	13.3	16.0	13.2
Physical Science	14.2	10.8	13.9	9.8	10.9	13.1
Psychology	12.6	13.5	10.3	10.9	9.5	9.2
Public Affairs & Services	8.7	8.7	6.8	8.5	8.1	10.4
Social Science	12.7	12.7	10.6	13.2	9.5	10.5
Commercial Services*	58.9	96.3	n/a	10.5	n/a	n/a
Interdisciplinary Studies	19.8	14.3	11.9	11.6	9.7	16.5
Apprenticeship	5.1	5.9	5.8	10.5	n/a	n/a
TOTAL	12.7	11.9	11.3	11.4	12.2	11.7

Looking first at disciplines that generate substantially fewer semester ADA/FTE than 12, we see the following picture for the three colleges on Table 20.

* Includes cosmetology program which requires only coordination time.

TABLE 20
KERN COMMUNITY COLLEGE DISTRICT
AVERAGE DAILY ATTENDANCE/FULL-TIME EQUIVALENT
BY DISCIPLINE
1981 - 1982

Discipline	Bakersfield College		Cerro Coso College		Porterville College	
	1981	1982	1981	1982	1981	1982
Agriculture & Natural Resources			8.1	7.1	8.6	
Architecture & Environment Design	8.2	6.4				
Communications			5.6			
Engineering & Related		8.8				
Foreign Language			8.9	7.1		
Consumer Education & Home Economics		8.1		6.1		
Humanities		8.1		6.1		
Public Affairs & Services	8.7	8.7	6.8	8.5	8.1	
Apprenticeship	5.1	5.9	5.8			

The definition used for "substantially fewer" in this instance is any ratio below nine. From this tabulation it might be concluded Agriculture should be concentrated at Bakersfield College, Architecture and Environment Design at Bakersfield College might be eliminated, Foreign Language enrollments are weak at Porterville College, and Public Affairs and Services have weak enrollments District-wide. The Apprenticeship ADA/FTE is distorted by the fact that the ADA generated is only an estimate taken from the \$3.25 per hour apportionment.

If on other hand we look at disciplines with a ratio of 15 or higher we see this picture.

TABLE 21
KERN COMMUNITY COLLEGE DISTRICT
AVERAGE DAILY ATTENDANCE/FULL-TIME ENROLLMENT
BY DISCIPLINE
1981 - 1982

Discipline	Bakersfield College		Cerro Coso College		Porterville College	
	1981	1982	1981	1982	1981	1982
Biological Science					19.5	19.6
Business Management			15.3			
Computer & Information Science	15.2	16.0	16.3	17.9		
Education	15.2		17.2	16.4		
Foreign Language			20.6			
Mathematics	17.2	15.2		16.0		
Commercial Services	58.9	96.3				
Interdisciplinary Studies	19.8		11.6			

Leaving aside Commercial Services at Bakersfield College, which has extremely low total enrollments, we might conclude that the strongest disciplines with respect to ADA/FTE are Biological Sciences at Porterville College, Computer and Information Science at Bakersfield College and Cerro Coso College, Education at Bakersfield College and Cerro Coso College and Mathematics at Bakersfield College and Porterville College.

SPECIAL GROUPS SERVED

For a number of years the colleges of the District have been engaged in providing training and services to special groups of students. These groups are categorically funded by the State with the concomitant control that is always tied to the source of funding. A brief look at this facet of the total "snapshot" of the colleges of the District will be of some interest.

HANDICAPPED STUDENTS

Handicapped students are defined as those students with physical disabilities, communications disabilities, and those categorized as "Learning Disabled". The magnitude of District enrollments of handicapped students is illustrated in the following table:

TABLE 22
KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENT OF HANDICAPPED STUDENTS
1980 - 1983

	1980	1981	1982	1983
Bakersfield College	321	350	264	~~294~~
Cerro Coso College	73	114	150	146
Porterville College	<u>110</u>	<u>119</u>	<u>72</u>	<u>110</u>
Kern Community College District	504	583	486	550

Over the four years represented in the above summary it would appear that the numbers of handicapped students being served by the District has remained fairly constant. There has been some decline at Bakersfield College, but this has been offset by increases at Cerro Coso. For these same years the total enrollments at the colleges provided a base for comparison of handicapped students as a proportion of the total student bodies. This is illustrated in Table 23.

TABLE 23
KERN COMMUNITY COLLEGE DISTRICT
HANDICAPPED STUDENTS COMPARED TO TOTAL ENROLLMENT
1980 - 1983

	1980			1981			1982			1983		
	Total Enrollmt.	Handicap Enrollmt.	%	Total Enrollmt.	Handicap Enrollmt.	%	Total Enrollmt.	Handicap Enrollmt.	%	Total Enrollmt.	Handicap Enrollmt.	%
Bakersfield College	12,210	321	2.6	13,031	350	2.7	11,750	264	2.2	11,145	294	2.6
Cerro Coso College	3,938	73	1.6	4,118	114	2.8	3,820	150	3.9	3,945	146	3.7
Porterville College	3,650	110	3.0	3,744	119	3.2	2,735	72	2.6	3,441	110	3.2
Kern Community College District	19,798	504	2.5	20,893	583	2.8	18,305	486	2.5	18,531	550	3.0

This tabulation indicates that the colleges of the District are serving a constant number of handicapped students as previously suggested, and that this number as a percentage of the total number of students is small, i.e., around 3%. Funds from the state to support the efforts in behalf of handicapped students are shown in Table 24:

TABLE 24
KERN COMMUNITY COLLEGE DISTRICT
FINANCIAL SUPPORT FOR HANDICAPPED STUDENTS
1980 - 1983

	1980		1981		1982		1983	
	Funds Received	\$ Per Student	Funds Received	\$ Per Student	Funds Received	\$ Per Student	Funds Received	\$ Per Student
Bakersfield College	156,813	486.51	146,280	417.94	191,406	725.02	156,540	532.44
Cerro Coso College	49,904	683.61	38,640	338.94	78,266	521.77	107,369	735.40
Porterville College	100,618	914.70	91,080	765.37	66,698	926.36	93,999	854.53
Kern Community College District	307,344	609.80	276,000	473.41	366,370	692.11	357,908	650.74

In addition to average daily attendance support, this tabulation indicates that the District is receiving about \$600 per handicapped student per year. There is a certain unevenness in this support among the three colleges with Porterville College receiving about one-third of the funding to serve about 20% of the students.

This brief glimpse of the respective programs for handicapped students does not address the services offered or the quality of those services. These data speak to the size of the programs and the categorical funding received to support the classes offered and the services rendered.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

All three of the colleges of the District operate Extended Opportunity Programs and Services (EOPS) for students who qualify by state standards. The following table illustrates the magnitude of these programs by showing numbers served and funds provided for the past five years.

TABLE 25
KERN COMMUNITY COLLEGE DISTRICT
EXTENDED OPPORTUNITY PROGRAMS AND SERVICES
FUNDING AND ENROLLMENTS
1979 - 1984

	1979-80		1980-81		1981-82		1982-83		1983-84	
	N	Funds	N	Funds	N	Funds	N	Funds	N	Funds
Bakersfield College	272	225,827	287	217,672	371	214,942	318	198,993	300	186,037
Cerro Coso College	80	106,237	92	143,156	52	136,029	95	122,971	115	122,649
Porterville College	90	64,834	122	88,495	98	84,795	103	85,636	73	85,000
Kern Community College District	442	396,898	501	449,323	521	435,766	516	407,600	488	393,686

Although the number served by the District in the several EOPS programs have remained fairly constant, the funding provided by the state has declined. The Bakersfield College program serves 10.3% more students in 1983-84 than it did in 1979-1980 and receives 17.6% fewer dollars. The other two colleges fare a little better with respect to state support.

A substantial amount of research has been done regarding EOPS programs. Grade point averages and retention rates are almost always higher among this category of students than students in general. Factors that may be causal in this regard relate to counseling services, careful selection of courses, additional library support, and the fact that the students are paid to go to school.

The EOPS programs of the District enroll about 3% of the student population. Although not large, the success rate is high giving rise to the thought that when we invest additional resources into a program in the form of student support and reinforcement, the results are encouraging.

EARLY CHILDHOOD PROGRAMS

All three colleges of the District operate early childhood programs which are funded to some degree by the State of California. Bakersfield College pioneered in this program and now has five centers including the one at the Delano Center. Cerro Coso College and Porterville College each operate one center. Parents of children who are admitted to the centers must enroll in a parenting class. In addition, college students are enrolled in a variety of child development classes that prepare them for work with infants and young children. Table 26, which follows, summarizes enrollments, children served and state funding received for the three colleges of the District, 1979-83.

TABLE 26
KERN COMMUNITY COLLEGE DISTRICT
EARLY CHILDHOOD PROGRAMS
1979 - 1983

	Student Enrolled			Children Served			State Funds Received		
	BC	CC	PC	BC	CC	PC	BC	CC	PC
1979-80	149	N.A.	51	178	N.A.	65	\$ 99,672	N.A.	91,096
1980-81	131	15	63	176	42	69	121,154	\$35,435	90,117
1981-82	147	24	54	174	68	64	154,866	74,200	90,117
1982-83	156	31	53	169	70	61	154,866	74,700	118,944
1983-84	148	35	59	166	75	65	154,866	78,652	118,944

The procedures used by the three colleges in compiling the above data may mean that the numbers are not comparable from college-to-college. However, it can be seen from this Table that the three programs served substantial numbers of women students who could not otherwise attend college were it not for the day care services provided. In addition, the District is enrolling over 200 students annually who are in training for jobs in caring for and providing stimulating programs for pre-school children.

To a lesser degree now, but still an issue to be confronted, is opposition to early childhood programs. It is to the credit of the Board of Trustees of the Kern Community College District that early childhood programs were approved and fostered during a period when there was organized opposition to them.

Categorically funded programs always raise the question of bureaucratic control. The three programs described in this document are all healthy and thriving. The colleges of the District have learned to deal with the bureaucracy in Sacramento, and it is accurate to say in summary that many students benefit from these programs, and that they would not be possible without the supplementary funding provided by the State.

QUESTIONS

Baccalaureate Courses

- (1) Is the curriculum too heavily weighted toward baccalaureate level courses?
- (2) Are baccalaureate level courses similar in rigor to those offered at the University of California and California State Universities and Colleges?
- (3) Do the mixed clientele being served in baccalaureate level courses lead to a reduction in required standards of performance?
- (4) Are the college standards for admission to baccalaureate level courses rigorous enough?

- (5) Have the colleges paid enough attention to reports such as the University of California of Los Angeles Kissler report which notes not only a decline in numbers transferring, but suggests a decline in the performance and retention of community college transfer students?
- (6) Are the colleges of the District willing to adopt and enforce a reading level standard as pre-requisite to enrollment in baccalaureate level courses?
- (7) Have appropriate steps been taken by the colleges of the District to recruit substantially more qualified high school graduates for baccalaureate level programs and subsequent transfer?

Occupational Courses

- (1) Would it be useful for the District to develop a definition of "occupational courses" and for the colleges, following this definition, to designate courses as "occupational"? (This has been done with respect to baccalaureate courses.)
- (2) Should employment placement for those completing occupational programs be used in evaluating these programs?
- (3) Since many occupational courses require reading and computing levels at the 10th - 14th grade level, should the colleges adopt and enforce test score pre-requisites for occupational courses?
- (4) Are the respective college occupational programs and courses geared to meet the needs of the segments of business and industry that they purport to meet?
- (5) Are occupational courses packaged with respect to length and intensity in such a manner as to meet the needs of business and industry and current and prospective employees?
- (6) Has the course content of occupational courses been revised to reflect the business and industrial emphasis on high technology?
- (7) Should the colleges change the emphasis of their placement offices to career placement?

Basic Skills Courses

- (1) Is our definition of "basic skills courses" inclusive enough?
- (2) Is our system of placing students in courses as a result of pre-requisites and/or standardized test scores realistic?

- (3) Are more than 5% of our students in need of basic skills courses?
- (4) Should the District establish a cut-off score with respect to reading below which the colleges would be required to send prospective students to other agencies?
- (5) Should an "intensive care" approach be considered to remedy educational deficiencies prior to permitting students to enroll in any regular college course.
- (6) If only 5% of the District's students are enrolled in basic skills courses, does this mean that a substantial number of limited students are slipping through the "screen" and finding their way into regular classes where they cannot do the work?
- (7) If number six is true, is one effect of this a deterioration of standards in regular classes in order to accommodate students with serious educational deficiencies?

Counseling Services

- (1) Should the colleges give more emphasis to educational and vocational advisement in counseling?
- (2) Do the colleges have in place comprehensive assessment systems to assist in placing students in programs and classes?
- (3) Should the expansion of faculty advisement be considered as an adjunct to counseling?
- (4) Should the colleges require comprehensive qualitative data for each student prior to the approval of courses for registration?

Community Services

- (1) Have the District and the colleges revised their budgetary processes to reflect the very minor role of community services revenue?
- (2) Should the Board Policy Manual address the question of community services with a philosophic framework and a statement of goals and objectives?
- (3) Should the colleges persevere with the offering of cultural programs under the aegis of community services?
- (4) Should the colleges expand on self supporting community services fee classes?
- (5) Is the facility use fee scheduled adopted by the District realistic?

ADA/FTE By Discipline

- (1) Is it reasonable to expect a ratio of ADA/FTE of 15 rather than the District-wide average of 12?
- (2) If the District-wide ADA/FTE average were 15, what would the impact be on the financial picture of the District?
- (3) What system should be devised for comprehensively analyzing the various disciplines leading to elimination of some and concomitant added support for others?
- (4) What conclusions, if any, can be drawn from these data in regard to retraining and reassignment of staff?

Special Groups Served

- (1) To what extent are "categorically" funded programs self supporting?
- (2) Does EOPS provide a model "intensive care" approach that might be useful with other students who have educational deficiencies?
- (3) Through the early childhood program how many women are able to enroll in college who would not otherwise be able to do so? What is the success rate of this group?

CONCLUSIONS

- (1) The curriculums of all three colleges are heavily weighted toward baccalaureate level courses.
- (2) Both numbers and percentages of students transferring to four-year colleges and universities have declined.
- (3) There are many reasons for students enrolling in baccalaureate level courses, who do not use these courses for transfer purposes.
- (4) Transfer statistics are misleading when used as the sole measure of the value of the baccalaureate programs at the three colleges.
- (5) Data with respect to occupational courses are not easily accessible.
- (6) The occupational education program includes much more than skill training for entry level jobs, i.e., basic general education is a part of occupational education.
- (7) Career placement data are scarce and the emphasis on career placement is modest, at best.
- (8) The basic skills programs at the three colleges are small.
- (9) There is not in place at any of the three colleges a rigorous system for identifying students who are in need of basic skills courses.

- (10) With respect to the magnitude and effectiveness of counseling services at the three colleges, no system is in place for collecting data and drawing conclusions.
- (11) The decline in community services programs and courses is directly tied to the loss of the 5¢ community service tax.
- (12) More rigorous studies on ADA/FTE by discipline would yield useful data as curricular and staffing decisions are made.
- (13) Special groups that are funded categorically by the state appear to be soundly based. However, it is probably true that these programs are not "fully funded," i.e., District funds are invested in partial support of all of these programs.

RECOMMENDATIONS

- (1) Each college should make an effort to determine the purposes for which students enroll in baccalaureate level courses.
- (2) A rigorous system of pre-requisites for baccalaureate level courses, including standardized test scores, should be developed and enforced.
- (3) The colleges should re-institute a system for following their transfer students and communicating the results to the respective faculties.
- (4) The District should develop and adopt a definition of occupational courses, paying attention to the fact that there are many courses that are basic to occupational education that are not so-called "skills" classes.
- (5) The District should decide whether or not career placement is an important service that should be extended to students, and if it is, inaugurate a program to extend this service.
- (6) A rigorous system of assessment should be developed to identify students in need of basic skills courses. Those students so identified should be required to remedy their educational deficiencies by successfully completing a prescription of basic skills courses.
- (7) A comprehensive evaluation of counseling services should be undertaken by each of the colleges. The role of counselors vis-a-vis advisors should be evaluated, particularly if the colleges and the District implement the recommendations in this document regarding the rigorous enforcement of pre-requisites.
- (8) The District should decide whether or not community services, as defined in the past, are to be part of the District's mission.
- (9) In the absence of District funds in support of community services, the colleges can and should institute, and/or continue, self-supporting community service fee classes and cultural offerings.
- (10) If number nine, above, is instituted, new policies should be developed with respect to compensation, that provide much more flexibility.

- (11) On-going studies should be carried on by the colleges with respect to ADA/FTE by discipline. These data are easily accessible and this measure is very useful in any evaluation of curricular need.
- (12) All funded programs should be analyzed annually with respect to cost effectiveness and the investment of District funds.
- (13) Since library services are not considered in a separate section in this document, it is of crucial importance that the colleges, in a comprehensive manner, evaluate library services with respect to book and periodical collections, student use, staffing, facilities and budgets.

CHAPTER IV
CHARACTERISTICS OF
STUDENT POPULATIONS

INTRODUCTION

To help complete our "snapshot" of the colleges, we also looked at student characteristics over a five-year period. Included in the definition of student characteristics are age, sex, ethnic composition, part-time and full-time status, day or night enrollment and student level, i.e., units completed and degrees attained. For this section we used data from the fall semesters of 1978-82.

There are important consequences related to the composition of a student body. Who is being served, with their special needs, impact heavily on curriculum and services offered. In the early days of the junior college movement it is well known that the student bodies were young, male, white and transfer-oriented. Since World War II, and with more emphasis being placed on occupational training and meeting the needs of fully employed people, the picture has changed. As we enter the '80's we see a much older student body, more women and minorities represented and many more students enrolled on a part-time basis. It is instructive to look at the factors noted and perhaps draw some conclusions related to the composition of the student population.

AGE

TABLE 27
KERN COMMUNITY COLLEGE DISTRICT
COMPOSITION BY AGE, COLLEGE STUDENT BODIES
1978 - 1982

	1978		1979		1980		1981		1982	
	N	%	N	%	N	%	N	%	N	%
Less than 18	495	2.7	487	2.4	586	2.8	449	2.5	443	2.4
18 - 20	4,828	26.1	4,869	24.6	4,924	23.5	4,675	25.5	4,574	24.7
21 - 24	3,246	17.6	3,483	17.6	3,555	16.9	3,192	17.4	3,085	16.6
25 - 29	3,182	17.2	3,540	17.9	3,605	17.2	3,078	16.8	3,086	16.7
30 - 34	2,120	11.5	2,427	12.3	2,738	13.1	2,265	12.4	2,424	13.1
Older than 35	4,578	24.8	4,992	25.2	5,546	26.5	4,646	25.4	4,919	26.5
TOTAL	18,449		19,798		20,954		18,305		18,531	

For the past five years, the age composition of the District-wide student bodies has been remarkably constant as illustrated in the table, above. The age categories noted have not varied significantly over the past five years. Percentages have held constant in all categories. One might assume from this that the District is going to enroll students for the foreseeable future with about 55% twenty-five years of age and older, and 45% younger than twenty-five.

The data summarized in this table also shows age categories enrolled by colleges. Here, if we take one year (1980) and look at the composition by college it shows us a typical year with some variations by college as follows:

TABLE 28
KERN COMMUNITY COLLEGE DISTRICT
AGE COHORT BY COLLEGE
1980

	Bakersfield College		Cerro Coso College		Porterville College		Kern Community College District	
	N	%	N	%	N	%	N	%
Less than 18	283	2.2	126	3.1	177	4.7	586	2.8
18 - 20	3,593	27.6	573	13.9	758	19.9	4,924	23.5
21 - 24	2,256	17.3	708	17.2	591	15.5	3,555	16.9
25 - 29	2,165	16.6	792	19.2	648	17.1	3,605	17.2
30 - 34	1,537	11.8	652	15.8	549	14.4	2,738	13.1
Older than 35	<u>3,198</u>	24.5	<u>1,267</u>	30.8	<u>1,081</u>	28.4	<u>5,546</u>	26.5
TOTAL	13,032		4,118		3,804		20,954	

Considering the significantly larger proportion of students enrolled at Bakersfield College, it is not surprising that the percentages for each age category are substantially the same as those for the entire District. However, it can be seen from these data that Cerro Coso College has a much older student body, and Porterville College's is somewhat older than the District-at-large. More specifically Cerro Coso's student body shows 65.8% of its students to be 25 years of age or older, and the comparable percentage at Porterville College is 59.9. The Bakersfield College 25+ group by comparison is 52.9%.

Probably the greatest impact on the colleges of the age distribution noted will be the high percentage of students attending on a part-time basis. This, in turn, will have some influence on the time of day attending, curricular offerings, and services required. Looking first at part-time, full-time status we see the following pattern.

PART-TIME, FULL-TIME STATUS

Using the State Chancellor's Office definition of full-time students as those carrying 12 or more units, the colleges are heavily weighted in enrollments of part-time students. Over three-fourths (3/4) of the students of the District are enrolled in fewer than 12 units, and this proportion borders on 80%. The mode is overwhelmingly one class. Further, this pattern of preponderant part-time enrollment has not changed substantially over the past five years.

Table 29 illustrates the proportion and the slight trend toward more part-time students.

TABLE 29
KERN COMMUNITY COLLEGE DISTRICT
PART-TIME AND FULL-TIME STUDENTS
1978 - 1982

Year	Part-time		Full-time	
	N	%	N	%
1978	13,919	75.5	4,530	24.6
1979	15,389	77.7	4,409	22.3
1980	16,664	79.8	4,230	20.2
1981	14,276	77.9	4,029	22.0
1982	14,278	77.1	4,253	22.9

This pattern essentially means that most students are either fully or heavily employed, and that they choose to take courses as the need arises and the spirit moves them. Further, by their enrollment patterns they have converted our community colleges from two-year institutions to open-ended schools. This has serious implications for planning curriculum and making staff commitments. This factor drives the colleges in the direction of employing part-time staff to meet the ever changing needs of part-time students. The pattern is a fact, and if we were to break down the numbers on a day and night basis—we would find that a majority of the day students are also part-time students and part-time or full-time employees.

A more intensive look at a single year will illustrate how the colleges differ with respect to part-time, full-time enrollment. The year selected is 1980 when recent enrollments were at their peak.

TABLE 30
KERN COMMUNITY COLLEGE DISTRICT
PART-TIME AND FULL-TIME STUDENTS, BY COLLEGE
1980

	Part-time	%	Full-time	%
Bakersfield College	9,866	76.6	3,166	24.4
Cerro Coso College	3,830	93.0	288	7.0
Porterville College	2,968	79.2	776	20.8
Kern Community College District	16,664	79.8	4,230	20.2

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It is apparent from Table 30 that Cerro Coso College deviates significantly from the enrollment patterns of the other two colleges. This is undoubtedly a reflection of the needs of the people of its service area. Porterville College approaches 80% in part-time enrollments, and in aggregate, so does the District.

This overview may motivate each of the colleges to take a closer look at the number of units carried by students. The 12 unit definition of full-time is somewhat arbitrary, and perhaps even a little meaningless considering the patterns of students. The colleges have access to enrollment summaries that would be more detailed than what has been attempted here.

TIME OF DAY ENROLLING

Since at least 75% of the students enrolled at the District's colleges are part-time, it should come as no surprise that large numbers are enrolled during evening hours. However, the percentage enrolled exclusively at night is not consonant with the numbers of part-time students. Many day students are also enrolled on a part-time basis, and about 18% of all students are enrolled both day and night. Table 31 shows the enrollment patterns of the colleges with respect to time of day enrolled for the same five-year period as previously noted, i.e., 1978-1982:

TABLE 31
KERN COMMUNITY COLLEGE DISTRICT
TIME OF DAY ENROLLED
1978 - 1982

	Day		Day/Evening		Evening	
	N	%	N	%	N	%
1978	4,876	26.4	3,126	16.9	10,409	56.4
1979	5,018	25.4	3,181	16.1	11,599	58.6
1980	5,105	24.4	3,154	15.1	12,635	60.3
1981	5,120	27.9	3,227	17.6	9,958	54.4
1982	6,231	33.6	3,508	18.9	8,792	47.4

Although it may be too early to draw conclusions, the tabulation noted above suggests a trend toward increased day and day/night enrollments and a decrease in the number of evening students. If this two-year trend is, in fact, a new phenomenon, serious questions would have to be raised regarding the curriculum being offered at night, the packaging of courses at night, the quality of instruction at night, the impact of fees on night enrollments, and perhaps marketing efforts made by the colleges. At a time when the gross population being served by the colleges is increasing, evening enrollments seem to be declining at a substantial rate. It must be borne in mind, however, that serious reductions in course offerings during evening hours have been made by the colleges in the past two years in response to drastic curtailment of state funding.

The colleges differ with respect to the proportion of students enrolled in the evening, and also with regard to decline in evening registrations. Table 32 illustrates this:

TABLE 32
KERN COMMUNITY COLLEGE DISTRICT
NUMBER AND PERCENT OF EXCLUSIVE NIGHT ENROLLMENTS
1978 - 1982

	1978		1979		1980		1981		1982	
	N	%	N	%	N	%	N	%	N	%
Bakersfield College	5,993	51.9	6,561	53.7	7,332	56.2	6,108	51.0	4,787	42.9
Cerro Coso College	2,466	68.9	2,801	71.1	2,923	71.0	2,664	69.7	2,571	65.1
Porterville College	1,950	59.2	2,237	61.3	2,380	63.6	1,186	43.4	1,434	41.7
Kern Community College District	10,409	56.4	11,599	58.6	12,635	60.3	9,958	54.4	8,792	47.4

The decline of exclusive evening enrollments began in 1981, with 1982 showing a continuing and more substantial drop. In the five-year period analyzed, the decrease in exclusive evening enrollments for the District amounted to almost 10%. The drop from 1980 to 1982 was almost 15%. When the focus is on the individual colleges, Bakersfield and Porterville show similar percentage decline, but even Cerro Coso, with a preponderant evening operation, shows some decline. If, after fall 1983 enrollments are tabulated the District shows a third year of decline, it may be concluded that the difference is significant, i.e., not attributable to chance, and that there are forces at work that contribute to this change in enrollment patterns.

ETHNIC COMPOSITION

Considering the same five years used in this section, i.e., 1978-82, it appears that there has been little change in the ethnic composition of the college student bodies. To simplify our "snapshot" we have used the following categories as descriptive of the ethnic composition of the colleges of the District:

White Black Hispanic Other

Using these designations for 1978-82 the numbers and percentages are tabulated in Table 33.

TABLE 33
KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENTS BY ETHNIC CATEGORY
1978 - 1982

	White		Hispanic		Black		Other	
	N	%	N	%	N	%	N	%
1978	13,982	75.8	2,367	12.8	958	5.2	1,242	6.7
1979	14,799	74.8	2,522	12.7	1,048	5.3	1,429	7.2
1980	15,593	74.4	2,732	13.0	1,059	5.1	1,510	7.2
1981	13,355	72.9	2,541	13.9	1,054	5.8	1,355	8.9
1982	13,775	74.3	2,366	12.8	1,019	5.5	1,365	7.4

Included in the "Other" column are American Indians, Asian, Filipino, and all others. The percentages in the three major categories, i.e., White, Hispanic, and Black over this five-year period are extremely constant to the point of concluding that there has been no change in ethnic enrollments during this period.

A second question relates to ethnic enrollments compared to the ethnic population in the college service areas. To do this precisely we would have to analyze census tract ethnic data. Instead the approach taken here is to use Kern County statistics for combined Bakersfield College and Cerro Coso College ethnic enrollments, and use Tulare County data for Porterville College using this method the comparison could be viewed as follows for 1980, the census year:

TABLE 34
KERN COMMUNITY COLLEGE DISTRICT
1980 ETHNIC ENROLLMENTS COMPARED TO 1980 POPULATION

	White		Hispanic		Black		Other	
	% Enrollment	% Population	% Enrollment	% Population	% Enrollment	% Population	% Enrollment	% Population
Bakersfield and Cerro Coso Colleges	73.5	69.7	12.5	21.6	5.9	5.3	7.8	3.4
Porterville College	78.7	65.2	15.5	29.8	1.3	1.4	4.5	3.6

It is clear from the above tabulation that "Whites" and "Others" are somewhat over-represented in our student populations, and "Hispanics" are substantially under-represented. "Blacks" appear to be represented with student enrollments in almost exact proportion to their numbers in the population.

There is some distortion in these data since we did not break out the Cerro Coso and Porterville census tracts. Cerro Coso serves a largely White population, and of students enrolled in 1980, 78.6% are White. Bakersfield College, by comparison, had a student body in 1980 composed of 72.2% Whites. Tulare County demographic data for 1980 shows a very large (29.8) Hispanic population. This number is used as a base for comparison even though Porterville College does not serve the entire county.

With respect to affirmative action, questions can be raised regarding the discrepancy between the Hispanic population and Hispanic enrollments in the College District. The colleges, using their own census tracts as a base for comparison could get more exact in comparing these two populations, i.e., student population and total population in the service area. Also, the colleges could examine the efforts being made to recruit Hispanic students and also analyse forces that may be at work that limit Hispanic enrollments.

COMPOSITION BY SEX

As indicated earlier, before World War II, junior college students bodies were heavily weighted with male enrollments. During the 1950's and 1960's there was a trend toward an equilibrium, and since 1970 there has been a definite trend in favor of female enrollments. In the last five years, this has gradually moved to about a 53/47 split in favor of women students. This is illustrated in Table 35 by college and District.

TABLE 35
KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENTS BY SEX, BY COLLEGES
1978 - 1982

	1978		1979		1980		1981		1982	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bakersfield College	5,483	6,096	5,587	6,623	5,698	7,334	5,318	6,431	5,118	6,021
Percentage	47.4	52.6	45.8	54.2	43.7	56.3	45.3	54.7	45.9	54.1
Cerro Coso College	1,755	1,813	1,922	2,016	1,941	2,177	1,731	2,089	1,783	2,162
Percentage	49.2	50.8	48.8	51.2	47.1	52.9	45.3	54.7	45.2	54.8
Porterville College	1,552	1,743	1,724	1,926	1,777	1,967	1,210	1,525	1,654	1,787
Percentage	47.1	52.9	47.2	52.8	47.5	52.5	44.2	55.8	48.1	51.9
Kern Community College District	8,790	9,652	9,233	10,565	9,416	11,478	8,259	10,045	8,555	9,970
Percentage	47.7	52.3	46.6	53.4	45.1	54.9	45.1	54.9	47.8	52.2

The implications of the trend illustrated above relate to curriculum and services. Since women have been enrolling in the colleges of the District for some time with at least equal numbers with men one might ask, "What is new?" What is new is that women now outnumber men, are no longer satisfied with traditional professions and occupations and require special services to overcome some of their limiting indoctrination by families and society.

COLLEGE WORK COMPLETED

Earlier it was suggested that community colleges are no longer two-year institutions. Some students attend for one semester or less, some for a year, some two years, and so on up to and including people enrolling who already have a bachelor's degree. To illustrate this, data was secured for 1978-82 that focuses on level of progress as follows:

TABLE 36
KERN COMMUNITY COLLEGE DISTRICT
STUDENTS ENROLLED BY LEVEL OF EDUCATIONAL ACHIEVEMENT
1978 - 1982

Year	High School Student	%	Freshmen	%	Sophomore	%	Sophomore +	%	A.A.	%	B.A.	%	Undetermined	%
1978	259	1.40	10,622	57.6	2,691	14.6	910	4.9	937	5.1	1,563	8.5	1,467	7.9
1979	197	1.00	11,554	58.4	2,612	13.2	965	4.9	1,103	5.6	1,714	8.7	1,653	8.4
1980	217	1.00	12,221	58.3	2,555	12.1	1,153	5.5	961	4.6	1,629	7.8	2,158	10.3
1981	167	.09	11,197	61.2	2,547	13.9	1,325	7.2	865	4.7	1,442	7.9	762	4.2
1982	281	1.50	10,466	56.5	2,621	14.1	1,101	5.9	898	4.9	1,570	8.5	1,594	8.6

From this tabulation it can be seen that about 75% of the students enrolled at the three colleges are Freshmen (less than 30 units), Sophomores (more than 30 units, but less than 60), or Sophomores + (more than 60 units, but no degree, i.e., A.A. or B.A.). Only a very small percentage of students are enrolled concurrently from the high schools. However, students who already have an A.A. or B.A. degree comprise about 14% of the students enrolled.

The "undetermined" column represents students who through incomplete coding or omissions we were unable to determine their student level.

DEGREES AND CERTIFICATES

According to the California Postsecondary Education Commission (CPEC), the number of Associate Degrees conferred by California Community Colleges has declined from 69,201 in 1977 to 54,121 in 1981. This is a decrease of 21.8% over a five-year period. During these same years the number of Certificates of Achievement awarded declined from 7,399 in 1977 to 6,892 in 1981, a decrease of 6.8%.

The Figures noted below furnished by CPEC give the statewide picture with respect to culminating degrees or certificates. In either instance, or in aggregate, it can be noted that these numbers represent a minor fraction of the total number of people enrolled in community colleges throughout the state. In 1980-81, for example, the community colleges of the state enrolled over one million students and granted degrees and certificates to 61,013 of those enrolled. This turns out to be approximately 6% of the total enrolled.

FIGURE 3
ASSOCIATE DEGREES CONFERRED IN
CALIFORNIA COMMUNITY COLLEGES
1976 - 1980

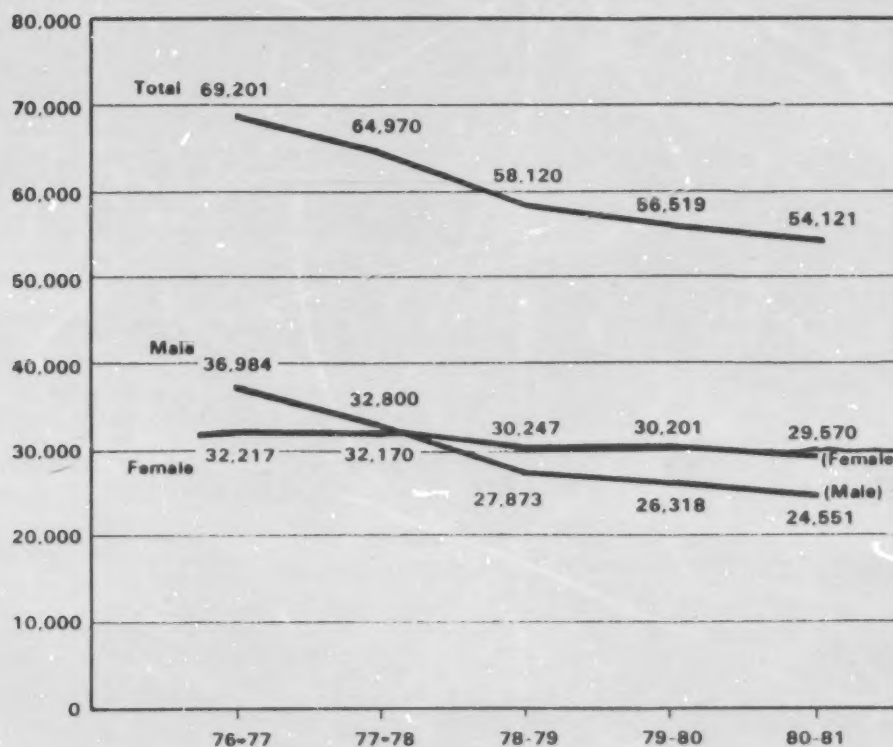
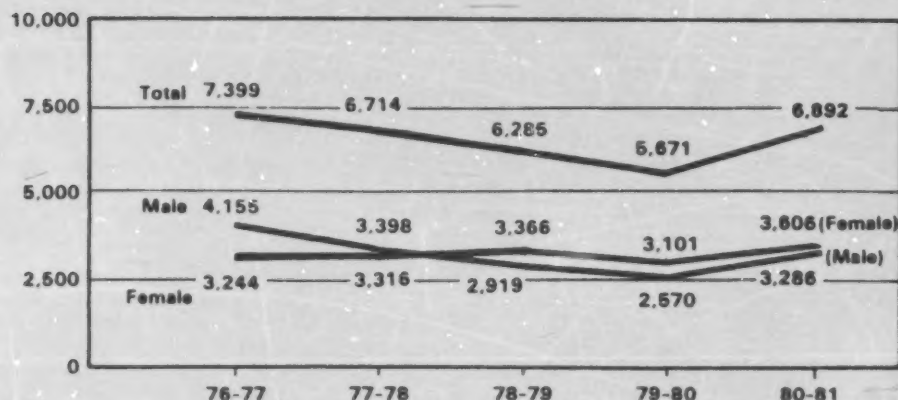


FIGURE 4
CERTIFICATES OF ACHIEVEMENT AWARDED,
CALIFORNIA COMMUNITY COLLEGES
1976 - 1980



Here again, we have the question of purposes for which students attend community colleges. If the test of value is the number receiving degrees and certificates, a 6% completion rate sounds low. However, the case can easily be made that students enroll in community colleges for such a large variety of purposes that a single test of value, such as percent completing degrees and certificates, is not a valid measure. However, it is understandable that CPEC, the Legislature and the Governor look at this statistic and express concern. It is a topic that has to be addressed and explained.

Turning from the statewide picture to our own Kern Community College District "snapshot", and looking at the same years, i.e., 1977-81, we note the following data:

TABLE 37
KERN COMMUNITY COLLEGE DISTRICT
ASSOCIATE DEGREES, AWARDED
1977 - 1981

	1977		1978		1979		1980		1981	
	A.A. Degrees	% of Enrollmt.	A.A. Degrees	% of Enrollmt.	A.A. Degrees	% of Enrollmt.	A.A. Degrees	% of Enrollmt.	A.A. Degrees	% of Enrollmt.
Bakersfield College	762	5.7	743	6.4	750	6.1	687	5.3	617	5.3
Cerro Coso College	126	3.1	128	3.6	94	2.4	94	2.3	112	2.9
Porterville College	132	3.8	165	5.0	120	3.3	106	2.8	89	3.3
Kern Community College District	1,020	4.9	1,036	5.6	964	4.9	887	4.2	818	4.5

It can be seen from this summary that the number and percent of students being awarded Associate Degrees have both declined in the five-year period used for comparison. Also, it is apparant that compared to the data reported by CPEC, the colleges of Kern Community College District have a lower rate of Associate Degrees conferred annually during the five-year period.

The individual colleges of the District show some variation with respect to degrees conferred with Bakersfield College coming close to the statewide average and the other two colleges at a somewhat lower rate.

Turning to Certificates of Achievement awarded, the local picture appears as follows:

TABLE 38
KERN COMMUNITY COLLEGE DISTRICT
CERTIFICATES OF ACHIEVEMENT AWARDED
1977 - 1981

	1977		1978		1979		1980		1981	
	Certificate	%	Certificate	%	Certificate	%	Certificate	%	Certificate	%
Bakersfield College	212	1.60	168	1.500	163	1.300	213	1.60	165	1.40
Cerro Coso College	7	.01	3	.008	3	.007	4	.01	13	.03
Porterville College	59	1.70	70	2.000	122	3.300	80	2.10	52	1.90
Kern Community College District	278	1.30	241	1.300	288	1.500	297	1.40	230	1.30

Compared to the statewide picture of awarding certificates achievement to less than 1% of the total enrollment, the Kern Community College District percentage is at least average. Here again, however, if only 5% get Associate Degrees and 1% are awarded Certificates in a District enrolling about 20,000 students some explanation is in order. The data summarized here with respect to degrees and certificates show a very small number of students culminating their work with a formal notice of successful completion. This may or may not be of concern to the colleges and the District. However, it is a statistic that will be used against the community colleges by CPEC, the Legislature, the Governor, and perhaps people in the local communities served. It is difficult to explain that large numbers of people who enroll in community colleges have no intention of getting a degree or certificate. It would probably be useful to compile data showing the multitude of purposes for which students enroll in community colleges.

QUESTIONS

- (1) Have the colleges responded with curricular and packaging changes consonant with the change in age composition of the student body?
- (2) What are the curricular and service implications of a student body that is over-whelmingly part-time?
- (3) What is the explanation for the apparant substantial decline in evening enrollments?
- (4) What steps should the colleges take to enroll Hispanic students in the same proportion as they exist in the population to be served?
- (5) Have the colleges adjusted their curriculums and services to meet the needs of the large numbers of female students who now enroll?
- (6) What are the implications for the colleges of the fact that almost 15% of the students enrolled already have A.A. or B.A. degrees?
- (7) Have the colleges of the District appropriately emphasized the importance and value of A.A. degrees and Certificates of Achievement?
- (8) Have employers been contacted to explain to them the required curriculums related to degrees and certificates?
- (9) Is there a concern, District-wide, that a 6% level of awarding of degrees and certificates is too low?

CONCLUSIONS

- (1) The age of the students enrolled at the colleges of the Kern Community College District has stabilized with about 50% under 25 years of age and 50% older than 25.
- (2) Students enrolled at the colleges of the Kern Community College District are overwhelmingly part-time. They have converted the two-year college into an open-ended school.
- (3) There appears to be a trend away from evening enrollments.
- (4) Hispanics are under-represented in the student bodies of Bakersfield and Porterville Colleges.
- (5) Enrollment statistics make firm that women outnumber men in all three student bodies.
- (6) The numbers of students with A.A. and B.A. degrees are substantial.
- (7) A very small proportion of the students enrolling are awarded a culminating degree or certificate.
- (8) The A.A. Degree does not appear to be a preferred degree. It is not required for transfer, nor it is required as a condition of employment.

RECOMMENDATIONS

- (1) The colleges should consider examining more closely the influence that age and part-time status should have on curricular offerings, time scheduled, and length of courses.
- (2) The colleges should be very concerned about the apparant decline in evening enrollments. A comprehensive study might show the factors that have contributed to this decline, and delineate the ones that are within the control of the colleges.
- (3) Since Hispanics are the only ethnic group under-represented in the college student bodies, the two colleges most concerned should determine what the causal factors are and decide whether or not these factors are within the control of the colleges.
- (4) The start that has been made to serve the needs of women students more effectively should be continued and expanded.
- (5) The colleges should consider the low concurrent enrollments of high school juniors and seniors and take steps to facilitate this type of enrollment.
- (6) The District and the colleges should be very concerned about the very small numbers of students being awarded culminating degrees. Questions should be asked and answered regarding causal factors of this phenomenon. Failure to either deal with the issue or explain it will mean continuing punishment from Sacramento.

CHAPTER V
PERSONNEL

INTRODUCTION

In this chapter we comment on numbers, ages, sex, and ethnic composition of both certificated and classified employees.

CERTIFICATED PERSONNEL

(Includes Administration)

Looking at total numbers of certificated employees, including administration, we see a decline in numbers and an increase in the ratio of certificated employees to ADA generated. The picture for the past five years is as follows:

TABLE 39
KERN COMMUNITY COLLEGE DISTRICT
DISTRICT CERTIFICATED EMPLOYEES
1978-83

Years	Certificated Employees	Per ADA
1978-79	419	23.78
1979-80	404	24.82
1980-81	377	28.07
1981-82	383	27.20
1982-83	342	29.28

This table indicates an 18.4% decrease over a five-year period in total number of certificated employees in the District. Hourly employees are excluded but Temporary Employees are included along with all other certificated employees with a contract. So—the picture is one of decline in the recent past. The numbers of certificated employees have declined due to retirement, resignations, deaths, and a small number through Reduction in Force in 1980-81.

At a time when the state seems to be revising the mission of community colleges, and definitely providing reduced financial support, one response on the part of districts would be to reduce the number of people on the payroll. Personnel costs represent 80% - 85% of the operating budget, so a likely place to look for large sums of money would be in payroll reduction. Since the District is reluctant to once again go through the trauma of a Reduction in Force of the certificated staff, the other option would be to determine the likelihood of enough retirements to provide some relief.

Following this rationale, this document examines the age of the certificated staff by discipline in 1983 to determine the probability of retirements between now and the year 2000.

The data that follows for each of the colleges does not include part-time hourly staff. However, it does include full-time staff who may be temporary due to categorical funding, substituting or some other reason. No effort was made to distinguish between permanent and temporary. All certificated contract personnel were included.

TABLE 40
BAKERSFIELD COLLEGE
CERTIFICATED PERSONNEL
YEAR REACHING AGE 65
1983

Discipline	Total Certificated Staff	Age 65 1985	Age 65 1990	Age 65 1995	Age 65 2000	Age 65 After 2000
Administration	11	0	4	0	1	6
Agriculture	5	0	0	0	1	4
Art	9	0	1	1	3	4
Behavioral Science	13	0	0	0	4	9
Business	16	0	2	0	3	11
Chicano Studies	2	0	0	0	0	2
Communications	13	0	1	2	1	9
Counseling	25	0	1	3	9	12
English	25	0	4	4	7	10
F.A.C.E.	27	1	2	0	4	20
Health and Physical Education	20	0	2	4	4	10
Health Careers	22	0	2	2	3	15
Industrial Education	17	0	1	2	2	12
Computer Science	6	0	0	0	3	3
Library/Learning Center	7	0	1	1	2	3
Life Science	9	0	0	3	2	4
Mathematics	12	0	0	2	4	6
Music	4	0	1	0	1	2
Philosophy	3	0	0	1	0	2
Physical Science	14	0	2	2	4	6
Public Services	5	0	0	1	1	3
Social Science/International Ed.	17	0	1	0	5	11
Theatre Arts	2	0	0	0	0	2
Women Studies	2	0	0	0	2	0
TOTAL	286*	1	25	28	66	166

* Some double counting

The over-all picture at Bakersfield College as illustrated in the above table is that the large number of retirements in 1980-83 have substantially reduced the average age of the Certificated staff. Of course, 1985 is just around the corner, but nevertheless to have only one person on a large staff reaching age 65 by 1985 reflects what has happened in the recent past. By 1990 only 10% of the staff will have reached age 65 and by 1995 another 10%. These are modest numbers over a five-year period and seem to be saying to us that retirements will not be a major factor between 1983 and 2000 with respect to substantial reductions in costs for certificated personnel at Bakersfield College. This is particularly true when it is remembered that in many instances retirees have to be replaced in order to continue to offer curricular programs.

If we look at the specific disciplines or areas noted at Bakersfield College, we see higher percentages of retirees by 2000 in administration, art, counseling, English, physical education, life science, physical science, and social science. However by 1990 and 1995, the percentages are still relatively low.

TABLE 41
CERRO COSO COLLEGE
CERTIFICATED PERSONNEL
YEAR REACHING AGE 65
1983

Discipline	Total Certificated Staff	Age 65 1985	Age 65 1990	Age 65 1995	Age 65 2000	Age 65 After 2000
Administration	8	1	0	0	3	4
Art	1	0	0	0	0	1
Automotive	1	0	0	0	0	1
Biology	2	0	0	0	1	1
Business	1	0	0	0	0	1
Chemistry/Geology	1	0	0	0	1	0
Child Development	4	0	0	0	0	4
Counseling	1	0	0	0	0	1
English	1	0	0	0	0	1
History	3	0	0	0	0	3
Journalism	1	0	0	0	0	1
Learning Skills	1	0	0	1	0	0
Mixed Occupational	1	0	1	0	0	0
Mathematics	1	0	0	0	0	1
Nursing	2	0	0	0	0	2
Office Careers	1	0	0	0	0	1
Physical Education	2	0	0	0	0	2
Psychology	1	0	0	0	0	1
Social Science	1	0	0	0	0	1
Vocational Education	1	0	0	0	0	1
TOTAL	35	1	1	1	5	27

The Cerro Coso faculty is young with very few retirements as a probability before 2000. As might be expected with a new college and a small staff, retirements are not going to play an important role at Cerro Coso College with respect to cost reductions.

TABLE 42
PORTERVILLE COLLEGE
CERTIFICATED PERSONNEL
YEAR REACHING AGE 65
1983

Discipline	Total Certificated Staff	Age 65 1985	Age 65 1990	Age 65 1995	Age 65 2000	Age 65 After 2000
Administration	5	0	2	1	1	1
Administration of Justice	1	0	0	0	0	1
Automotive	2	0	0	0	1	1
Art	2	0	0	0	0	2
Building Trades	1	0	0	0	1	0
Business	4	0	0	1	1	2
Career Education	1	0	0	0	0	1
Child Development	4	0	0	0	1	3
Chemistry	1	0	0	0	0	1
College Nurse	1	0	0	1	0	0
Drama	2	0	0	0	1	1
Enabler Service	2	0	0	0	0	2
English	5	0	1	1	0	3
Foreign Language	2	0	1	0	0	1
Health Careers	9	0	1	2	2	4
Home Economics	1	0	0	1	0	0
History	1	0	0	0	0	1
Librarian	1	0	0	0	1	0
Life Science	2	0	1	0	1	0
Mathematics	2	0	0	1	0	1
Metal	1	0	0	0	0	1
Music	1	0	0	0	1	0
Natural Resources	1	0	0	0	0	1
Natural Science	1	0	0	0	1	0
Oral Communications	1	0	0	0	1	0
Physical Education	6	0	0	1	2	3
Physics	1	0	0	0	0	1
Psychology	2	0	0	0	1	1
Social Science	2	0	0	0	0	2
TOTAL	65	0	6	9	16	34

About half of the Porterville College certificated staff will turn 65 by 2000. However, none will turn 65 by 1985 and only 6 by 1990. Health Careers and Physical Education are the only two areas that will be substantially affected by retirements before 2000.

Since the entire matter of budgetary relief is the responsibility of the District, a quick look at the retirement situation district-wide shows only two certificated employees turning 65 by 1985, and only 32 by 1990. It would appear, then, that the District cannot look to retirements at the traditional age of 65 to substantially reduce personnel costs in the next 17 years. Of course, the District does have incentives for early retirement, but this seems to be a totally unpredictable area of speculation on which this document does not hazard a guess.

With respect to the composition of the certificated staffs by sex and ethnic background, the last five years were examined. During these five years the certificated staff of the District was reduced by 18.4% as earlier noted. Naturally, during a time of decrease in the total staff, very few new people were employed. As a consequence, the "snapshots" of 1978-79 and that of 1982-83 look very much the same.

With respect to male-female percentages, Table 43 shows a slight trend in favor of female employees:

TABLE 43
KERN COMMUNITY COLLEGE DISTRICT
PERCENTAGES OF MALE-FEMALE EMPLOYEES
1978-83

	1978-79		1979-80		1980-81		1981-82		1982-83	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bakersfield College	58.4	41.6	57.5	42.5	57.8	42.2	57.3	42.7	56.9	43.1
Cerro Coso College	69.2	30.8	66.6	33.4	57.5	42.5	65.7	34.3	58.6	41.4
Porterville College	61.6	38.4	63.8	36.2	62.7	37.3	60.9	39.1	58.3	41.7
Kern Community College District	60.4	39.6	59.9	40.1	58.9	41.1	59.0	41.0	57.6	42.4

The split, District-wide, began with a 60.4 - 39.6 proportion of males over females. Five years later this proportion had change to 57.6 - 42.4. When we look at the individual colleges we see Cerro Coso College moving from over-whelmingly male faculty and administrators to a proportion more nearly like the District at large. Currently, the colleges look much the same with respect to sexual composition of the certificated staff and this proportion is roughly 60% - 40% favoring males.

When we look at ethnic composition of the certificated staff over the same five-year period we see very little change. The respective staffs are overwhelmingly white and little progress has been made in the last five years to change this configuration. If we look at 1978-79 and 1982-83 we can see the comparison with respect to ethnic composition over a five year period. This data follows in Table 44.

TABLE 44
KERN COMMUNITY COLLEGE DISTRICT
ETHNIC COMPOSITION
CERTIFICATED STAFF IN TERMS OF PERCENTAGES
1978-83

	1978-79				1982-83			
	White	Hispanic	Black	Other	White	Hispanic	Black	Other
Bakersfield College	86.1	6.6	5.3	1.9	87.6	5.2	4.8	2.4
Cerro Coso College	94.9	2.5	0	2.5	93.1	0	0	6.9
Porterville College	89.1	9.6	0	1.3	90.0	8.3	0	1.6
Kern Community College District	87.1	6.7	3.8	1.9	88.3	5.6	3.5	2.6

During the same five-year period being used for comparison the student population served was 75% White, 13% Hispanic, 5% Black and 7% Other. Using students served as a base for comparison, it can be seen that Whites are over-represented on the staff and minorities under-represented. Further, from the above table it can be concluded that very little change has occurred recently with respect to ethnic composition of the staff. If one of the goals of affirmative action is to have a staff that looks somewhat like the student body the colleges are falling short. If the goal were to be to have a certificated staff that reflects the ethnic composition of the communities served, Bakersfield and Porterville Colleges would have to greatly expand the numbers of Hispanics on their respective professional staffs.

CLASSIFIED PERSONNEL

The decline in total number of classified employees, including classified managers and confidential employees, has actually been at a slower rate than for certificated employees if we take into account that CETA-PSE employees show in the totals for 1979-80 and 1980-81. The numbers of classified employees and the ADA ratio follows for the same five years as for certificated employees.

TABLE 45
KERN COMMUNITY COLLEGE DISTRICT
CLASSIFIED EMPLOYEES
TOTAL NUMBERS AND ADA INDEX
1980-84

Years	Classified Employees	ADA Per Classified Employee Per ADA
1978-79	429*	23.23
1979-80	435*	23.05
1980-81	436*	24.89
1981-82	324	32.16
1982-83	307	32.62**

* Includes CETA-PSE

** ADA Projected

The decline from 1979-80 to 1983-84 is 28.4%. However from 1981-82 to 1982-83, the years without CETA-PSE the decline is about 5%. During this five-year period there has been dramatic reduction in the number of classified employees, but a good part of this decrease is attributable to the demise of CETA-PSE.

A more important question than gross numbers might be how the classified employees are deployed by the colleges and the District. The "snapshot" taken of this situation includes only active classified employees on October 1, 1983, and excludes the billets that were unfilled at that time. Included are part-time classified employees, but not student employees.

To simplify the picture the various categories or job titles were reduced in number from about 75 to 24. It is acknowledged that these groupings are arbitrary, however they are consistent from college-to-college and for the District.

Table 46 shows the employees assigned by category and by college and District. Also shown are full-time equivalent totals as well as totals for classified managers and confidential employees.

TABLE 46
KERN COMMUNITY COLLEGE DISTRICT
CLASSIFIED EMPLOYEES BY CATEGORIES
OCTOBER 1, 1983

	Bakersfield College	Cerro Coso College	Porterville College	District	Totals
Accounting and Related	9	3	2	9	23
Admissions and Records	16	3	6	0	25
Athletics	5	0	2	0	7
Audio Visual/Media	1	0	2	0	3
Bookstore	4	1	1	0	6
Child Day Care	29	4	5	0	38
Clerical	9	3	0	0	12
Computer Center	2	0	0	8	10
Custodial/Grounds	32	5	6	0	43
Departmental Assisting	33	6	5	0	44
Duplicating/Graphics	5	1	0	0	6
Financial Aids	3	1	2	0	6
Food Services	22	3	5	0	30
Information Dissemination	2	1	1	0	4
Laboratory Assisting	4	0	0	0	4
Library/Learning Center	4	2	3	0	9
Mallroom	2	0	0	0	2
Maintenance and Operations	10	4	3	0	17
Nurse	1	0	0	0	1
Secretarial	12	3	3	1	19
Security	6	0	0	0	6
Supervision/Coordination	9	4	2	0	15
Teaching Assistants and Aides	41	1	3	0	45
Technical	8	6	3	0	17
TOTAL	269	51	54	18	392
FTE	207	43	43	18	311
Management/Confidential	7	4	3	10	24

Without passing judgement on the deployment reflected in the above table, It may be instructive to note which categories employ more than 15 people. These are shown in descending order of magnitude as follows:

# 1	Teaching Assistants and Aides	45
# 2	Departmental Assisting	44
# 3	Custodial/Grounds	43
# 4	Child Day Care Centers	38
# 5	Food Services	30
# 6	Admissions and Records	25
# 7	Accounting and Related	23
# 8	Secretarial	19
# 9	Technical	17
#10	Maintenance and Operations	17
#11	Supervision/Coordination	15

Studies focusing on job descriptions, volume of work, comparisons with other colleges, and alternative deployment configurations would probably yield more definitive information that might be used to adjust both numbers and deployment of Classified Employees.

Composition of the classified staff with respect to sex and ethnic background was examined for the same five-year period as used for certificated employees. As previously noted the size of the classified staff has remained about the same since the elimination of the CETA-PSE program. Turnover in the classified staff is much greater than for certificated employees so there is a greater opportunity to effect changes in composition. Looking first at male-female percentages the following table shows the classified staff to be heavily weighted in favor of female employees. The ratio of 2/3 female and 1/3 male remained constant during the five years considered.

TABLE 47
KERN COMMUNITY COLLEGE DISTRICT
PERCENTAGES OF MALE-FEMALE
CLASSIFIED EMPLOYEES
1978-83

	1978-79		1979-80		1980-81		1981-82		1982-83	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Bakersfield College	33.2	66.8	32.1	67.9	30.2	69.8	28.4	71.6	30.3	69.7
Cerro Coso College	24.5	75.5	27.4	72.6	27.5	72.5	22.6	77.4	22.9	77.1
Porterville College	31.7	68.3	36.6	63.4	36.9	63.1	30.6	69.4	30.4	69.6
Kern Community College District	31.9	68.1	31.9	68.1	30.7	69.3	28.1	71.9	29.0	71.0

So--it appears that District-wide the 2/3 - 1/3 split favoring females in the classified service has changed very little in the recent past. At the individual colleges this ratio holds steady, and, if anything, it is going in the direction of favoring females.

We do see some change in ethnic composition of the classified staff during this five-year period. Taking 1978-79 and 1982-83 as our years for comparison with respect to ethnic composition we note the following on Table 48.

TABLE 48
KERN COMMUNITY COLLEGE DISTRICT
ETHNIC COMPOSITION
CLASSIFIED STAFF
IN TERM OF PERCENTAGES
1978-83

	1978-79				1982-83			
	White	Hispanic	Black	Other	White	Hispanic	Black	Other
Bakersfield College	66.4	19.6	10.7	3.2	63.5	23.6	9.6	3.4
Cerro Coso College	88.6	3.8	7.5	0	77.1	17.1	2.8	2.8
Porterville College	74.6	20.6	4.8	0	67.4	26.1	6.5	0
Kern Community College District	71.3	17.0	9.3	2.3	66.4	22.1	8.1	3.3

The decline in White percentage and the corresponding increase in the percentage of Hispanic employees brings this latter figure to a level close to that appearing in the population served. According to the 1980 Census, Kern County had a Hispanic population of 21.6% of the total. Tulare County had 29.8% of its population designated Hispanic. These percentages are close to those noted above for Hispanic employees at Bakersfield College and Porterville College respectively in 1982-83. The Black population in Kern County is at the 5.3% level and for Tulare County 1.4%. It would appear then that Blacks are somewhat over-represented on the classified staffs of the District.

A question not addressed in this document is the level of work assigned to individuals within the four ethnic groupings. This is more pertinent for classified employees than for certificated. A point of view frequently set forth is that the percentages look good, but minorities and women wind up with the lower paying jobs. If this turns out to be the case in the Kern Community College District, the question will have to be raised--is this discrimination, or are other societal forces at work that determine job qualifications.

QUESTIONS

- (1) What efforts are or should be made with respect to re-training and re-assignment of certificated staff?
- (2) What disciplines or academic areas of each college are overstaffed--understaffed?
- (3) Are early retirement incentives for certificated employees leading to earlier retirements?
- (4) In the various categories of classified employees are the colleges and the District overstaffed--understaffed?

- (5) To what degree are minorities and women over-represented in lower paying classified jobs? Is this due to discrimination by college and District authorities?
- (6) What affirmative steps should be taken to increase the percentages of women and minorities on the certificated staffs.

CONCLUSIONS

- (1) In the past five years there has been a dramatic decline in the number of certificated personnel employed by the District.
- (2) Retirements will probably not play a major role in further reduction in the size of the certificated staff over the next 10-20 years.
- (3) With respect to the percentage of women and minorities on the certificated staff there has been very little change in the past five years.
- (4) The substantial decline in the number of classified employees over the last five years can be attributed mainly to the demise of CETA/PSE.
- (5) Women outnumber men on the classified staff 2 to 1.
- (6) The ethnic composition of the classified staff reflects, almost precisely the ethnic composition of the population in the Kern Community College District service area.

RECOMMENDATIONS

- (1) District agreed upon and enforced procedures should be adopted requiring comprehensive justification for establishing new certificated billets or replacing personnel in certificated billets vacated through resignations.
- (2) To be able to implement number one, above, the colleges and the District should compile and use statistical and other data that can be used to demonstrate need for personnel. ADA/FTE ratios by discipline is one test that can be applied. However, multiple factors will, in all probability, provide a more accurate picture.
- (3) When new billets are justified, the District adopted Affirmative Action Policy (Board Policy Manual Section 8.1) should continue to be implemented, and vigorous steps should be taken to recruit more minorities and women.
- (4) Since this document does not address the question of level of employment of classified employees by sex and ethnic composition, the District should undertake such a study.

CHAPTER VI
FISCAL CONSIDERATIONS

INTRODUCTION

It is extremely difficult to comment on financial support for the colleges during a time when the State Legislature and the Governor cannot agree on a formula that would provide both adequate support and a base for long-range planning. The system for funding community colleges has been in a state of flux (to use the most gentle term) for the last decade. Successively, the colleges learned to deal with Assembly Bills, Senate Bills, Governor imposed caps, hit lists, and the more permanent centralizing of finance as a result of Proposition 13. At this writing the Legislature and the Governor have finally agreed on a funding measure which includes fees for community colleges. As a result, support is at the same level as that of one year ago, with little relief in sight.

We could speculate on the causes of this dilemma as these causes might relate to mission. Governor Jerry Brown once threatened to "starve the schools into reform." He kept his word with respect to a starvation diet, but his successor seems bent on using funding (or lack of it) to shrink the historic mission of the community colleges and impose a "user fee" on the students. The message seems to be "to do less, and serve fewer" during a time of population growth and new demands from business and industry. It appears that program and course justifications of the future will relate almost exclusively to occupational worth with little reference to general education and the quality of life of the citizenry.

Whatever the causes of the attitude that is prevailing in Sacramento, the net result is significantly fewer dollars in support of programs and services. To take a "snapshot" of fiscal considerations and trends over the past ten years may seem meaningless at a time of fiscal chaos, but if the colleges are to get fewer dollars and do less, perhaps we can provide data that will be helpful as priorities are determined and implemented.

AVERAGE DAILY ATTENDANCE (ADA)

Since ADA is and has been the basis of funding we can first show growth and or decline of enrollments and ADA at the respective colleges and for the District for 1972-82. The following graphs illustrate enrollments and ADA at the respective colleges and for the District.

FIGURE 5

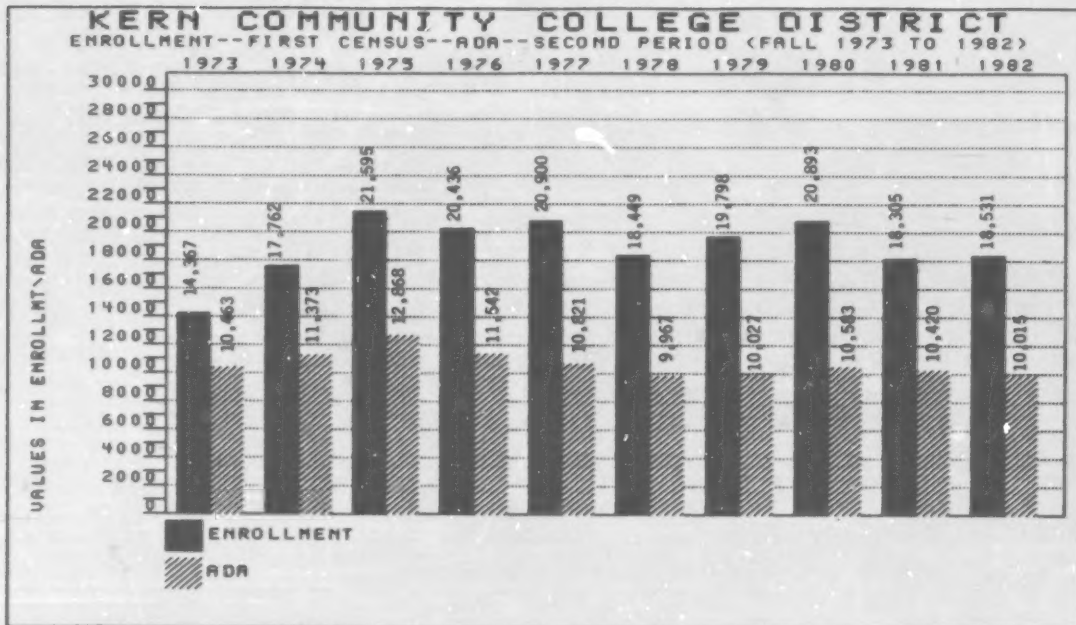


Figure 5. Kern Community College District--Enrollment, First Census--ADA, Second Period--Fall 1973 - 1982

FIGURE 6

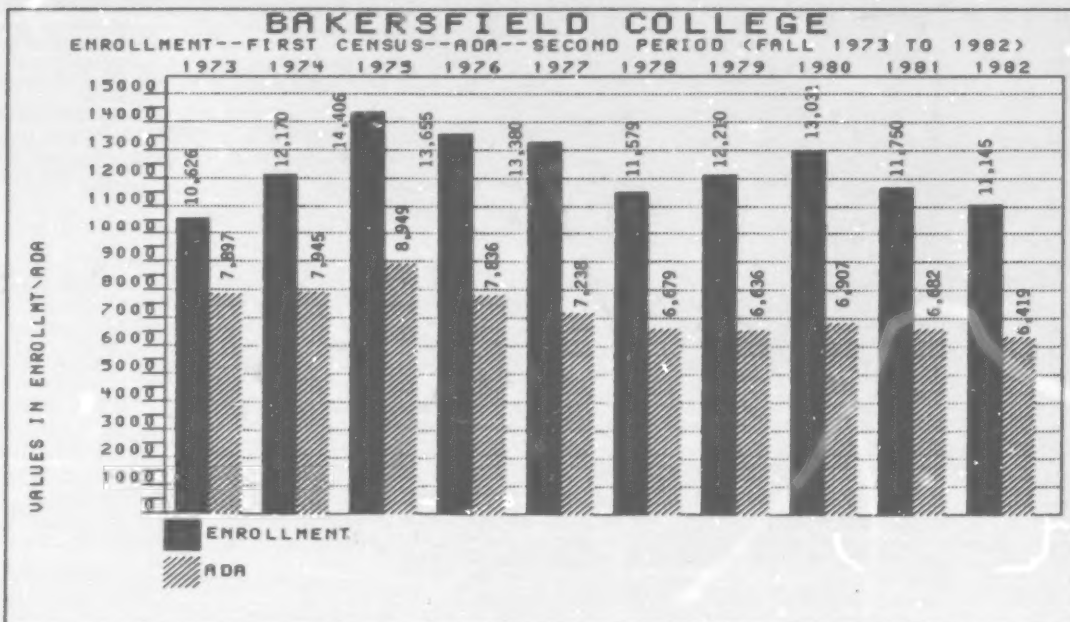


Figure 6. Bakersfield College--Enrollment, First Census--ADA, Second Period--Fall 1973 - 1982

FIGURE 7

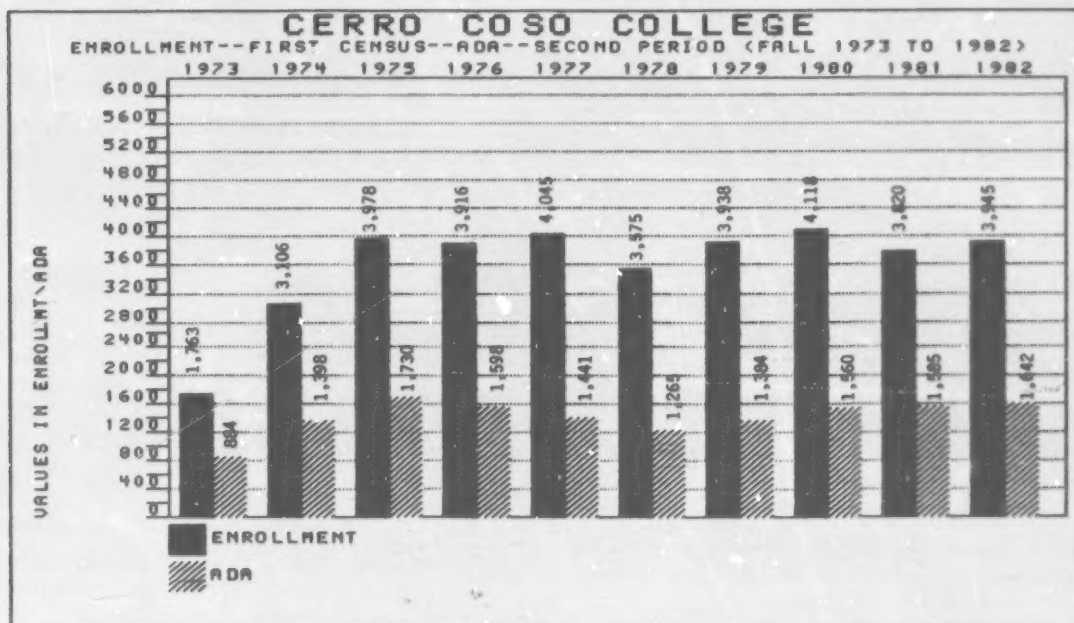


Figure 7. Cerro Coso College--Enrollment, First Census--ADA, Second Period--Fall 1973 - 1982

FIGURE 8

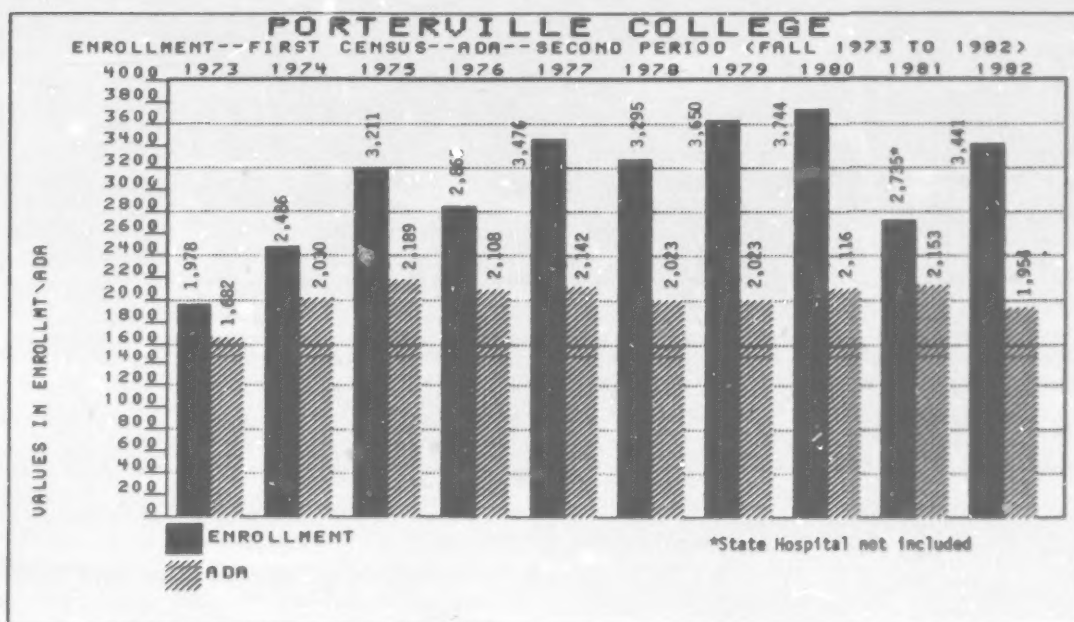


Figure 8. Porterville College--Enrollment, First Census--ADA, Second Period--Fall 1973 - 1982

From these graphs, we see a peak in 1975 that resulted from an enormous influx of Vietnam Veterans who had been given a deadline after which there would be no G.I. benefits for going to college. In 1978 with the passage of Proposition 13, we note a decline in both enrollments and ADA. Following this there was new growth reflective of the "bail-out support" from Sacramento, once again followed by a decline as the State began to eliminate certain courses from the curriculum for State support.

However, an over-riding fact is that in 1972 the Kern Community College District had 10,463 ADA. In 1982, this figure was 10,015. This is a decline of 448 ADA, or 4.28%. During this same time the population in the service area of the District went from about 400,000 to about 500,000, an increase of 25%. Proportionally then, enrollments have already been significantly reduced, and it appears that the decline will continue at an accelerated pace as the State provides fewer dollars and the colleges trim offerings and services.

REVENUE PER ADA

During this same ten-year period, revenue received from all sources per ADA went up dramatically as the colleges went through the years of double digit inflation. From 1972 to 1976 this increase averaged around 8% a year. But from 1976 to 1977 the increase was 24%, and for the following year another 25%. For the last three years the revenue per ADA has been constant at about \$2,950. Table 49 shows the revenue per ADA for the years noted.

TABLE 49
KERN COMMUNITY COLLEGE DISTRICT
REVENUE PER ADA
1972 - 1982

	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Total Revenue	\$1,252	\$1,383	\$1,499	\$1,607	\$1,992	\$2,498	\$2,606	\$2,944	\$2,997	\$2,946
Base Revenue	1,153	1,250	1,329	1,368	1,723	1,980	2,319	2,136	2,117	2,232

It should be borne in mind that the dramatic growth in total revenue per ADA from 1976 until recently was substantially influenced by the growth and then leveling off of federally funded programs. CETA is a good example of significant revenue support with only a minor generation of ADA. A preponderance of CETA funds went directly to students and not to the District. Nevertheless, these funds appeared in the budget as District revenue and expenditures. Base Revenue gives a more accurate picture of District income for planning purposes.

- * Base Revenue is defined as State apportionment plus local property tax income, and excludes external grants and categorical funding.

EXPENDITURES PER ADA

Expenditures per ADA kept pace, as might be expected, with revenue per ADA. During this inflationary decade expenditures moved from \$958 in 1972 to \$2,716 in 1982, an increase of 283%. Here again, the numbers are distorted by the dramatic growth of CETA funded programs and services.

To focus on how the colleges chose to expend the funds allotted to them by the District, we looked at one year, 1980, and divided operating costs into the usually five categories, 1000 - 5000. These dollars per ADA in the five categories appear as follows for this single year:

TABLE 50
KERN COMMUNITY COLLEGE DISTRICT
EXPENDITURES BY COLLEGE PER ADA IN
THE FIVE CATEGORIES--1980

	1000		2000		3000		4000		5000	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Bakersfield College (\$2,789)	\$1,378	49.4	\$589	21.1	\$351	12.6	\$179	6.4	\$292	10.5
Cerro Coso College (\$2,368)	\$1,030	43.5	\$607	25.6	\$315	13.3	\$129	5.4	\$287	12.1
Porterville College (\$2,433)	\$1,118	48.7	\$524	21.5	\$337	13.9	\$142	5.8	\$244	10.0
Kern Community College District (\$2,656)	\$1,291	48.6	\$578	21.7	\$343	12.9	\$165	6.2	\$282	10.6

For this particular year, which is typical, the District met the 50% law with respect to funds expended for certificated salaries after fringe benefits were included. Cerro Coso College, with a large part-time staff, expends only 43.5% of its operating funds for certificated salaries. The other 2 colleges approach the 50% mark. For classified salaries Cerro Coso College exceeds the District average by a substantial amount. Staff benefits (3000) are not under the control of the colleges, and supplies (4000) seem to be steady around 6%. Operating expenditures (5000) shows a substantial difference at Cerro Coso College which may reflect remodeling which has been necessary at that institution.

If we were to pick another year and look at it in the same manner as 1980 we would see virtually the same percentage split. This was done for 1982 to see if 1980 was atypical and the data indicated that it was not.

For long-range planning purposes the District may have little control over how many dollars are allocated to it by the State, but how this allocation is expended is within District and college control as budgets are generated to reflect curricular, service, and operational needs.

RESERVES

There are so many variables with respect to the amount of reserves carried by the District that it may not bring our "snapshot" into any better focus by including these data here. Ten years ago it was consistent practice to carry around \$500,000 - \$700,000 in reserves. With the advent of collective bargaining, and the resultant late salary settlements, the District began to include substantial funds in the Appropriation for Contingency for possible salary increases. This distorted the picture in 1975, 1977, 1979, 1980, and 1981. For 1983 the Appropriation for Contingency (Reserve) is \$398,837, an unusually low figure reflecting the low-ebb in the financial affairs of the District. It may be of interest and, at least for the record, to show District reserves from 1973 through 1983. These data follow:

TABLE 51
KERN COMMUNITY COLLEGE DISTRICT
RESERVES
1973 - 1983

Year	Reserves
1973	\$ 450,279
1974	750,000
1975	1,161,325*
1976	763,054
1977	1,146,007*
1978	675,000
1979	840,000
1980	1,926,000*
1981	1,975,000*
1982	684,661
1983	398,837
* Late Salary Settlement	

CATEGORICAL FUNDING

Major categorical funding programs show revenues and expenditures for each budget year. Included for the purposes of this document are VCIP*, VEA, Handicapped, EOPS, and Pre-School funding. Excluded are student financial aid, CETA, and other funding that is treated as "in and out money" after the budget is approved. Concentrating on the 5 major categories noted above, the totals have gone from \$366,552 in 1972 to \$2,408,387 in 1982. The area with the largest percentage growth has been the various pre-school programs operated by the three colleges. The comparative amounts in this are \$65,227 in 1972 and \$1,219,173 in 1982. During this decade Bakersfield College greatly expanded its early childhood programs and services and the other two colleges qualified for state support for their programs.

*Veterans Cost of Instruction Program

At the same time, with the decline in veteran enrollments, the VCIP program dropped from a peak of \$136,366 to \$10,275. VEA, Handicapped programs and EOPS have steadily increased in funding until their combined totals in 1982 were \$1,189,215.

These categorically funded programs are tightly controlled by state and/or federal agencies, are difficult to plan for since the authorizations are received late, and create staffing problems relating to whether or not employees have tenure or permanency rights. As administered, these programs seem to meet definite needs, but if a cost-effective study were conducted for them it would probably show that they are not fully funded and therefore represent a cost to the District.

STUDENT FEES

It is only in the last three years that substantial funds have been raised by the colleges of this District from student fees. Prior to 1980 fees were charged for health services and laboratory and shop materials but the amounts were not large. In 1980, the colleges began assessing a parking fee and in 1981 an instructional materials fee. As a result the revenue from these fees has now become substantial. For 1983 (not yet available) the revenue will escalate again since fees at the colleges are now rolled into a single fee and everyone pays as they register. The revenue from the three-year period noted is summarized below:

TABLE 52
KERN COMMUNITY COLLEGE DISTRICT
REVENUE FROM STUDENT FEES
1980 - 1982

	1980	1981	1982
Bakersfield College	\$198,999	\$434,064	\$643,301
Cerro Coso College	\$ 18,062	\$ 69,817	\$156,083
Porterville College	\$ 92,492	\$146,415	\$125,762
Kern Community College District	\$309,553	\$650,296	\$925,146

CENTRAL OFFICE EXPENDITURES

There are always questions about the cost of operating the central office of the district compared with college expenditures. In the budget there are two categories of expenditures related to the District operation. One is All-District Expenses and the other is Central Services Expenditures. Encompassed in All-District Expenses are such items as staff benefits, insurance, audits, governing board expenses, and elections. Central Services Expenditures represent the operational costs of the District Office including data processing services. These are shown in summary form on Table 53 with per ADA costs noted as well.

TABLE 53
KERN COMMUNITY COLLEGE DISTRICT
ALL DISTRICT AND CENTRAL SERVICES EXPENDITURES
1976 - 1982

	1976	1977	1978	1979	1980	1981	1982
All District Expenses	\$2,493,755	\$2,711,303	\$3,395,649	\$4,484,828	\$4,360,600	\$4,222,434	\$4,606,010
Per ADA	\$ 216	\$ 251	\$ 341	\$ 447	\$ 412	\$ 405	\$ 460
Central Services Expenses	\$ 747,486	\$ 846,046	\$ 947,790	\$ 973,307	\$ 950,800	\$1,172,535	\$1,122,480
Per ADA	\$ 65	\$ 78	\$ 95	\$ 97	\$ 90	\$ 113	\$ 112

In the data for the seven years noted above All District Expenses per ADA went up 112%. The majority of this increase related to staff benefits, particularly health insurance and retirement costs. In this same 7 years, expenditures at the colleges per ADA went up 83%. When we turn to Central Services Expenditures per ADA compared to the 83% college figure we find that this growth is 72%.

In summary, it is fair to say that the "overhead" of Central Services, in spite of major revisions and additions to the data processing operation has been constrained, and in fact, has escalated less then the rising costs of operating the colleges. On the other hand All-District Expenses have grown dramatically with the escalating costs of health insurance, increased retirement expenses, and increases in Long-Term Disability insurance. All of these rising costs are subsumed under the heading of staff benefits.

QUESTIONS

- (1) What are the chances of a state-wide initiative that would restore fiscal control of the District to the Governing Board?
- (2) Will a "user fee", "tuition" or "registration fee" of \$50 per semester for full-time students and \$5 per unit for part-time students substantially reduce enrollments?
- (3) If, in fact, the state, through its control of appropriations, substantially shrinks the historic mission of community colleges, what process will be used by the Kern Community College District to determine curricular offerings?
- (4) What steps can be taken to enlist the financial help of business and industry as the colleges try to continue to train personnel for the world of work?
- (5) Since ADA is still the basis for state funding, what steps can the colleges take to at least retain current ADA levels during a time of restricted financial support and a growth in population.

- (6) In the face of a forecast of 50% population growth between 1980 and 2000 is it reasonable to expect that the Kern Community College District ADA will grow from 10,000 to 15,000?
- (7) Considering the decline in total ADA in the Kern Community College District between 1972-82, is it reasonable to expect that from 1983 to 2000 there will be substantial growth?
- (8) Since revenue per ADA seems to be either fixed or about to decline, what steps should be taken to reduce expenditures proportionately?
- (9) Are we satisfied with our pattern of expenditures within the 1000-5000 operating expenses system, i.e., are the respective allocations for personnel, benefits, supplies and operations appropriate for the mission of the colleges?
- (10) Acknowledging that the District has very little control over revenue on the current scene, what process should be used to set priorities with respect to expenditures?
- (11) What amount should be carried in "Appropriations for Contingencies" (reserve) during a time of severe fiscal constraints?
- (12) What system should be set up to examine the cost-effectiveness, value, and long-range consequences of categorically funded programs?
- (13) What system should be set up to provide a cost-benefit analysis of all programs offered by the colleges of the District?
- (14) What will be the role of foundations, either college or District, with respect to financing the total operation?

CONCLUSIONS

- (1) There has been a very significant, and probably permanent shift of financial control of California's community colleges from the local Board of Trustees to the State Legislature and the Governor.
- (2) The reports issued by CPEC, and the rhetoric used by the CPEC staff have seriously damaged the image of community colleges in the eyes of the power brokers of Sacramento.
- (3) During a time of population growth the number of students served and the ADA generated by the colleges of the Kern Community College District have declined.
- (4) Revenue per ADA appears to have escalated substantially in the last ten years. However, this trend has been seriously affected by inflation and the influx of CETA dollars. More recently, we see a leveling off which will probably show a decline for 1983-84.

- (5) Expenditures are under the control of the Board of Trustees of the Kern Community College District.
- (6) Student fees have in the past three years substantially augmented District revenue. New configurations proposed in Sacramento will probably put these funds under someone else's control.
- (7) Central Office expenditures have not disproportionately escalated.
- (8) Mission considerations are closely linked to financial support and control of the pursestrings.

RECOMMENDATIONS

- (1) As recommended in Chapter I, the District and the colleges should begin a comprehensive examination of mission and priorities.
- (2) The District and the colleges should develop a structured approach to enlist the help of business and industry in determining certain curricular offerings, and in the area of financial support.
- (3) The District and the colleges should examine carefully the discrepancy between the rate of population growth and the numbers of people served by the colleges of the District.
- (4) The District should consider the possibility of exercising state-wide leadership in developing credible research that could be used in responding to the damaging allegations of CPEC. To date, the community colleges of the state stand mute.
- (5) Since the Trustees still retain their power over expenditures, they should play a more active role in deciding on questions of curricular programs and services.

CHAPTER VII
FACILITIES

INTRODUCTION

The Peterson Report of 1966, although comprehensive in nature, devoted a substantial amount of space to the need for facilities. That was a time of growth and the never ending need for classroom space and laboratories. State-wide, new community colleges were springing up at a rate calculated to fulfill the dream of a college within commuting distance of everyone.

So--Peterson looked at enrollment projections, optimal college size, financing capital outlay, room utilization, and the capacity of existing facilities and concluded that by 1980 the District should expand Bakersfield College, establish a permanent campus at Ridgecrest, renovate and expand Porterville College, start Site B campus near Mojave, and plan Site C campus near Wasco. Of course, Site B and Site C have never been planned, much less established. However, centers at Delano, Edwards Air Force Base, and downtown Bakersfield have been in operation for some time. In addition, Cerro Coso College is established and expanding, facilities at Porterville College are greatly expanded and improved, and Bakersfield College has added several new buildings.

The Peterson Report in recommending additional facilities was responding to projected enrollments that were proved to be low by subsequent events. Peterson projected 10,990 students enrolled in the District in 1980. Fourteen years after his forecast the Kern Community College District enrolled 20,893 students. It is true that in the intervening years facilities were added, but not of the magnitude recommended by Peterson. In his defense it should be noted that in those days it was common to think in terms of optimal student body size of 5,000. Also, in 1966, the Board of Trustees had taxing power and the people were still voting "yes" on bond issues and tax over-rides.

Well--1983 is not 1966, and particularly, the climate for community colleges is such that concern for being able to meet next month's payroll has moved the need for facilities onto the backburner. As has been noted elsewhere in this document, the historic mission of community colleges in California is now in question. Retrenchment in course offerings will, of course, impact on space utilization and the need for additional space. So, our snapshot of the current scene will be descriptive of existing facilities, but our look down the road will focus mainly on issues other than facilities.

EXISTING FACILITIES

For a review of existing facilities the Five-Year Construction Plan submitted by the Kern Community College District on February 1, 1983, is used for documentation. In this document the following locations are noted for each college of the District:

Bakersfield College

Main campus
Downtown Center
Delano Center
Health Careers Center

Cerro Coso College

Main campus

Porterville College

Main campus

The State Chancellor's Office prescribes space calculation standards and space utilization formulas that are used to evaluate each District's Five-Year Construction Plan on an annual basis. These plans must include Assignable Square Feet for classrooms, laboratories, offices, library, and audio-visual space. For purposes of this document only classroom space and laboratories will be referred to since these comprise the major basis for establishing need. The State relates existing space to numbers of students served expressed in Weekly Student Contact Hours (WSCH). For the Assignable Square Feet reported, the State determines the Weekly Student Contact Hours capacity. If this capacity exceeds the number of Weekly Student Contact Hours being served in any of the categories, the State would determine that no need exists for additional facilities. If, on the other hand, students being served (WSCH) exceeds capacity, a need for additional facilities would probably be the determination. In recent years the State has had very limited resources to parcel out to meet building needs, so submitted plans are scrutinized rigorously, and only Districts with pressing needs for additional facilities are accommodated.

Since qualifying for state funding for capital outlay as outlined above is the only practicable method for adding new facilities or modifying old ones, it will be useful in this document to review the Kern Community College District Five-Year Plan with respect to demonstrated needs for additional facilities. Although the Delano Center is part of Bakersfield College, for purposes of qualifying for additional space it is treated separately. In Table 54, which follows, classroom and laboratory space utilization are tabulated for the three colleges and the Delano Center. These figures are taken from the Kern Community College Five-Year Construction Plan for 1982-86.

TABLE 54
KERN COMMUNITY COLLEGE DISTRICT
SPACE UTILIZATION
1982-83

	ASF	WSCH Capacity	WSCH Actual	Percent Utilization
<u>BAKERSFIELD COLLEGE</u>				
Classroom	54,443	126,883	62,727	49.4
Laboratory	136,518	47,817	33,777	70.6
<u>CERRO COSO COLLEGE</u>				
Classroom	6,278	14,634	11,454	78.3
Laboratory	6,415	3,175	5,112	161.0
<u>PORTERVILLE COLLEGE</u>				
Classroom	9,820	22,890	18,427	80.5
Laboratory	36,978	13,598	10,272	75.5
<u>DELANO CENTER</u>				
Classroom	5,183	12,081	1,973	16.3
Laboratory	0	0	0	N.A.

It can be seen from these data that when the State applies its formulas Bakersfield College, Porterville College and the Delano Center are not going to qualify in the immediate future for additional facilities funded by the State. By state standards Bakersfield College is enormously over-built. Even though needs for additional facilities in nursing and agriculture can be demonstrated, the State's position will be that the college should make better use of existing facilities.

Cerro Coso College, on the other hand, can demonstrate need for laboratory space, and has, as a matter of fact, qualified for a substantial addition in occupational education (laboratory space).

The Delano Center has only classroom space, most of which is unused during daytime hours. As a consequence, utilization at this Center is extremely low and future expansion would only come about if there were drastic changes in the Delano area population or if the District decided to run a daytime operation there.

Looking at the final year of the current Five-Year Plan, 1986, we see that even if facilities proposed by the district were to be funded only minor changes would obtain with respect to space utilization of classrooms and laboratories. Table 55 illustrates this point.

TABLE 55
KERN COMMUNITY COLLEGE DISTRICT
SPACE UTILIZATION
1986

	Classroom	Laboratory
Bakersfield College	50.9%	70.5%
Cerro Coso College	84.0%	109.4%
Porterville College	83.4%	78.2%
Delano Center	16.8%	N.A.

Reflected in these data is the addition of the Occupational Center at Cerro Coso, minor additions in laboratory space at Bakersfield College, and no changes in Assignable Square Feet at Porterville College or the Delano Center.

It is not surprising then that the District was informed by the State Chancellor's Office in February, 1983, that outside of three projects at Cerro Coso College, no Kern Community College District proposals were recommended for funding. At Cerro Coso the Occupational Center was approved for funding and there is a possibility of funding for some remodeling and possibly a Wind Powered Electricity Generation system for 1985-86. At Bakersfield College the Nursing Remodel, Agriculture Mechanics, and Maintenance Building projects were all disapproved for funding. At Porterville College remodeling for handicapped students was the only project on the District Priority list and it was disapproved by the State. Suffice it to say that the colleges of the Kern Community College District will not be adding Assignable Square Feet to their campuses in the foreseeable future. Once Cerro Coso has its Occupational Center it appears that the District will be in a holding pattern with respect to the addition of new facilities or the remodeling of existing buildings. Perhaps Cerro Coso College, being close to capacity, could qualify for classroom space, and within the Balanced Campus Concept, become eligible for a physical education facility.

DEPARTMENT OF FINANCE PROJECTIONS

The State Chancellor's Office uses Department of Finance enrollment and Weekly Student Contact Hours projections in arriving at its decision with respect to the need for additional Assignable Square Feet. Each year Finance publishes these projections in October in time for the Districts to use the forecast in developing their updated Five-Year Plans. For the Kern Community College District, Finance projects very little growth for the next ten years. Later in this document using a linear projection based on population growth and past history, it is suggested that by 1990 District enrollment could be as high as 26,107. Finance projects a District enrollment of 19,010 for this same year. This is a substantial difference, representing a point of view in Sacramento that the community colleges should be smaller in spite of a growing population. It is true that Finance is always on the conservative side, but to show only a 3.3% growth in ten years while the population of the area grows by 119,642 (26.9%) may be suggesting that they know something that we don't. Finance projections for the period 1983-1992 appear below in Table 56.

TABLE 56
KERN COMMUNITY COLLEGE DISTRICT
STATE DEPARTMENT OF FINANCE
ENROLLMENT/WEEKLY STUDENT CONTACT HOURS PROJECTIONS
1983 - 1992

YEAR	ENROLLMENT	WSCH	WSCH / ENROLLMENT
1983	18,600	170,000	9.1
1984	18,580	169,400	9.1
1985	18,520	167,700	9.1
1986	18,470	167,100	9.1
1987	18,520	167,700	9.1
1988	18,650	168,900	9.1
1989	18,860	171,100	9.1
1990	19,010	172,300	9.1
1991	19,140	173,300	9.1
1992	19,220	173,900	9.1

It can be seen from this table that Finance projects a decline in enrollments until 1988, and after that only very modest increases with Weekly Student Contact Hours increasing at an even slower rate than enrollments. These data are used, of course, as a base for determining need for additional facilities. They may also be in the realm of a self-fulfilling prophecy. The State can make certain that enrollments are almost "steady state" by limiting financial resources. Since all funds come to Districts through state funding formulas, it is not difficult to see how the projections noted here may turn out to be more realistic than the ones arrived at through a linear projection based on population growth.

FUTURE FACILITY NEEDS

In its "District Order of Priority" for facilities for 1982-86 presented in the Five-Year Construction Plan the District lists ten projects in priority as noted in Table 57.

TABLE 57
KERN COMMUNITY COLLEGE DISTRICT
FACILITIES PRIORITIES
1982-86

	Project	College	Years of Occupancy
# 1	Occupational Center	Cerro Coso	1984
# 2	Administration Remodel	Cerro Coso	1984
# 3	Nursing Remodel	Bakersfield	1986
# 4	Agriculture Mechanics	Bakersfield	1986
# 5	Handicap Remodel	Porterville	1986
# 6	Handicap Remodel	Cerro Coso	1986
# 7	Solar Water/Heating	Cerro Coso	1986
# 8	Wind Powered Electricity	Cerro Coso	1986
# 9	Maintenance Building	Bakersfield	1986
#10	Expansion, Child Care Center	Cerro Coso	1986

As noted earlier, only Projects #1, #2, and #8 have been recommended for approval, and #2 and #8 had only conditional approval. Looking down the road five years it can be concluded that the Kern Community College District will not be embarking on a building program during that period, and that Cerro Coso will be the only college of the District where any substantial changes in facilities will take place. In the meantime, old, outmoded, worn-out, and ill-equipped laboratory and shop facilities will only be upgraded through local efforts to enlist the help of business and industry who have a vested interest in trained personnel. The State looks at Assignable Square Feet and Weekly Student Contact Hours and makes its decision based on space utilization. A great deal of up-grading of existing space and equipment could be accomplished with private money and these changes would be totally unrelated to aggregate space. It appears that if changes are to be made they will relate to equipment, and they will be funded with money over which the state has no control.

CENTER VERSUS CAMPUS ISSUE

The Kern Community College District operates three centers in addition to the three college campuses. These are the Downtown Center and Delano Center of Bakersfield College and the Southern Outreach Center at Edwards. These centers were founded and developed to meet educational needs in northern Kern County (Delano Center) and to serve the needs of military personnel assigned to the Edwards Air Force Base. The Downtown Center of Bakersfield College was established to serve people who found the location convenient and to offer instruction in a nonconventional package and manner.

These Centers register about 2,700 of the Districts' 18,000 enrollments. Table 58 tabulates these enrollments for 1982 and 1983 to provide a picture of the magnitude of the respective operations.

TABLE 58
KERN COMMUNITY COLLEGE DISTRICT
OUTREACH CENTERS ENROLLMENT
1982 - 1983

	1982			1983		
	DAY	EVENING	TOTAL	DAY	EVENING	TOTAL
Bakersfield College Downtown Center	643	806	1,503	658	957	1,615
Delano Center	9	357	366	18	358	376
Southern Outreach	141	621	762	186	554	740
TOTALS	793	1,838	2,631	862	1,869	2,731

The enrollments noted in this Table indicate students who take all of their classes at the center. A student enrolled in one course at the Downtown Center and one course on the main Bakersfield College campus is counted as a Bakersfield College student. All students appearing in the Delano Center count take all of their classes at the Center. The same is true of the Southern Outreach Center at Edwards.

Frequently, the question has been raised regarding the cost-effectiveness of these centers. Studies have been conducted for the Downtown Center and the Delano Center that demonstrate in a very substantial way that the cost per ADA at the centers is dramatically lower than those at the campuses. There are good reasons for this, the main one being that the courses offered at the centers are almost exclusively taught by hourly certificated employees. Also, the services offered are usually fewer, and administrative costs are definitely lower. Facility overhead is also low for these centers. So--from a standpoint of dollars and cents the centers can be justified. Questions that relate to meeting needs, quality of instruction, and providing a climate that stimulates learning are not answered by a cost-effectiveness analysis. As the colleges gain more experience with their centers these questions will have to be addressed.

It seems patently apparant that the colleges of the District will not qualify for substantial state support for additional facilities in the next five to ten years. Perhaps the Occupational Center at Cerro Coso is the last major building to come on line in the District in this century. If that is the case, and in the absence of local taxing power, how are the colleges to cope with burgeoning populations in their service areas. Of course, to begin with the colleges can fill up their existing facilities during the extended hours counted by the State Chancellor's Office in calculating room utilization. After that, thought could be given to the offering of classes in a number of localities where suitable facilities are available at low cost or without cost. The establishment of formal centers, such as the Downtown Center, Delano Center, and Southern Outreach Center, may not be necessary or even desirable. For example, a number of classes are currently being offered by Bakersfield College in the Lake Isabella area. That area had 14,630 people living there according to the 1980 Census. For the year 2000, 30,000 people are projected for the Lake Isabella Census Tracts. That is a growth of 105% compared to a county-wide growth of 48%. This will be 1,700 more people than projected for the Taft area which has its own community college. How are the 30,000 people in the Lake Isabella area in 2000 to be served by the Kern Community College District? Perhaps with a formal center, perhaps with classes offered in many different locations, or perhaps by commuting to Bakersfield College. Almost surely, they will not be served by their own separate college.

In summary, centers have met particular needs at low cost. Since they are not separate entities they have to be assimilated into the functioning of the parent college. Administratively this can bring about a rather painful case of indigestion. The ideal would appear to be a total assimilation. Distances, organization, difficulty of communication, populations served, and lack of a permanent faculty have made assimilation difficult, with concomitant doubts and criticism. Centers often have a painful gestation period, a difficult birth, and a tumultuous growing up period. They should only be conceived after the most careful analysis, discussion, planning, and finally, soul-searching decision.

EQUIPMENT RENEWAL

Although no research was undertaken in this document regarding the condition and currency of existing equipment, it is obvious that science and technology require sophisticated, expensive equipment, and it is also obvious that the passage of time means that equipment wears out and becomes outmoded.

When a college qualifies for a new building the State acknowledges the need for new equipment and includes this in the funding package for the building. Since the Kern Community College District is not going to qualify for many, if any, new buildings between 1984 and 2000 how will existing equipment be upgraded and/or replaced? There is no plan for meeting this need. If our "snapshot" is to be accurate, we have to focus on the fact that particularly at Bakersfield College and Porterville College the scientific and technical equipment is wearing out and becoming terribly outmoded. At Cerro Coso the campus is relatively new, and this college has already qualified to add substantial laboratory space which will be properly equipped.

In the absence of State funding of capital outlay (equipment) for the colleges of the District, the only source for renewing scientific and technical equipment is out of current operating expenses. The colleges operate on such a thin fiscal margin that when the crunch comes the line items in the budget for equipment frequently disappear or are substantially reduced. Categorical funding by the District for the replacement and up-grading of laboratory and shop equipment on an annual basis would be one promising approach to the resolution of this long standing problem that is only going to be further aggravated by the passage of time.

QUESTIONS

- (1) Should the Kern Community College District take exception to the very conservative enrollment figures projected by the State Department of Finance for the next ten years?
- (2) Is it feasible for Bakersfield and Porterville Colleges to convert existing space to meet specialized needs, e.g. nursing facilities at Bakersfield College?
- (3) Should the Five-Year Construction Plan for the Kern Community College District for 1984-88 focus almost exclusively on conversion of existing facilities?
- (4) With respect to the existing centers or the establishment of new centers what factors and data need to be considered in evaluating the total operation of centers or justifying the establishment of new centers?
- (5) Should the District in consultation with the colleges move into categorical funding for equipment replacement and renewal just as it has with major maintenance projects?
- (6) Should the District consider the imposition of a local tax for equipment, remodeling, and library collections?
- (7) Should consideration be given to sharing certain facilities with the Kern High School District?

CONCLUSIONS

- (1) In the next ten years the State will provide little, if any, financial support for capital outlay for the Kern Community College District.
- (2) If the Kern Community College District qualifies for any State funding for capital outlay it will probably be for remodeling to meet developing needs, not to simply accommodate more students.
- (3) The State's enrollment forecast for the Kern Community College District are drastically more conservative than those arrived at in this document through a linear projection related to population growth.
- (4) Centers have proven to be cost effective, but their operation raises other questions that must be addressed.
- (5) A solution will have to be found to the problem of equipment replacement and up-grading.

RECOMMENDATIONS

- (1) At Bakersfield College and Porterville College the Five-Year Construction Plan should be reviewed and re-cast emphasizing the conversion of existing facilities.
- (2) Enrollment projections for the colleges should take into account both the linear projections of this document and the more conservative forecast of the State Department of Finance.
- (3) Additional centers should not be established without taking into account organization, assimilation, quality control, and cost effectiveness.
- (4) The District should establish a system of categorical funding for equipment replacement and up-grading.
- (5) The District and the colleges should pursue aggressively the prospect of private funding for capital outlay in areas where business, industry, and service organizations have a vested interest in having a pool of trained people.

CHAPTER VIII
THE OPEN DOOR

INTRODUCTION

As suggested earlier in this document, community colleges in California got their start as junior colleges with a heavy emphasis on baccalaureate level courses. They became more comprehensive after World War II adding occupational programs and serving more people beyond traditional college years. Through the 1950's they were still called junior colleges and admission standards were consistent with a Title 5 section which said that all could enter who in the judgment of the college president could profit from the instruction offered--hence the "open door."

To these fast developing colleges, their governing boards and their staffs, the "open door," albeit expensive, was the epitomy of accessibility and equalization of opportunity. Community colleges, as developed in California, were and are the one unique contribution of the United States to education. They recognized the late bloomer; they provided a second chance (and sometimes a third); they gave poor people the opportunity for social mobility; they recognized the particular needs of minorities and women; they were the training grounds for business and industry; they gave the ambitious a chance for further training while holding a full-time job; they attempted to repair educational deficiencies so educationally handicapped people could enter the mainstream; they paid attention to improving the quality of people's lives; they emphasized both general and specialized education; they reached out into their communities with centers near the people; they provided cultural programs that broadened horizons and brought enrichment; and they were the centers to which people streamed day and night to do something more with their lives than simply be entertained. The community colleges succeeded in opening doors for people beyond their dreams. The open doors of the colleges led to a thousand other doors which might otherwise have remained not only closed, but locked. If our society places a high value on equalizing opportunity, then the California Community Colleges will go down in history as having made the most comprehensive effort ever attempted to achieve this goal--this dream.

As Burton Clark suggested in his book entitled "The Open Door College," the colleges admitted everyone who applied and then there was a grand sorting out process to help students get located in classes where they had a reasonable chance to succeed. Clark also introduced the gambling term "cooling out the mark" by which he noted that a substantial number of students enrolling in open door colleges had unrealistic educational and occupational goals and had to be "cooled out" i.e., gently persuaded to de-escalate their aspirations.

Just when it appeared likely that through rigorous assessment programs and enforced pre-requisites the junior colleges could develop a system of matriculation that would provide a base for standards, two things happened to derail this effort. First, the staffs of junior colleges resented the appellation "junior" and insisted that they were serving a broader segment of the community and should be community based and meet almost every educational need expressed by any twenty people residing in the service area. Enrollments burgeoned, state support escalated with increasing ADA, and community college administrators developed a mental set that to get big was good and, further, that growth was unlimited.

Second, about this time the revolution of the 60's engulfed the campuses with its cries of relevance and the right to fail. Efforts to properly assess aptitudes, interests, abilities and traits that led to academic success took a back seat to the charge that these efforts were discriminatory. The new result was that, in large measure, placement tests became voluntary and prerequisites commonly ignored. Coupled with this was a State financial support package that put a premium on headcount. "Headhunting" became a fairly common term used to describe the comprehensive and aggressive efforts to enroll more students and thus assure the growth of state support.

These efforts to meet everyone's needs--open the open door ever wider--coupled with the erosion of standards that accompanied the "right to fail" philosophy, began to plague the community colleges. It became harder and harder to explain purposes. And it became easier and easier for the critics to expound the horror stories related to persistence, transfer, and standards.

Upon this scene came first Governor Brown with his macrame inuendos, followed by Jarvis and his initiative, with Governor Deukemejian batting clean-up with budget cuts of a devastating magnitude in order to bring about a tuition system for community colleges in California. CPEC rhetoric and competition for students on the part of the CSUC system have also jarred the community colleges.

It is a well known fact, easily observed, that admission standards have enormous consequences that relate to curriculum, staffing, services and standards. The more selective the admission standards the easier it is to tailor the curriculum and insist on high academic standards. Persistence and completion rates are higher, the faculty deals with a somewhat homogeneous student body, and purposes are easier to articulate. On the other hand, a completely non-selective student body poses assessment, curricular, and quality control problems of the greatest magnitude. A non-selective student body coupled with a multi-faceted curriculum designed to meet almost every educational need poses a challenge that even the most courageous might back away from.

So--the current crisis, partly brought on by the open door, and partly generated by small caliber people of little vision may give the community colleges the breathing spell they need to re-group, re-define, and re-dedicate.

QUALIFICATIONS FOR ADMISSION

Currently, the Board Policy Manual of the Kern Community College District reads as follows with respect to eligibility for admission:

Eligibility for Admission

Persons with high school diplomas or the equivalent thereof shall be admitted. Non-high school graduates over eighteen (18) years of age who are judged capable of profiting from instruction also may be admitted. Certain students who are enrolled in high school may be admitted as part-time students, upon the recommendation of the high school principal. (Education Code Sections 76000-76003)

In practice, this means almost everyone, and since our open society puts a high value on accessibility to education and equality of opportunity, on the face of it open access to one level of postsecondary education seems appropriate. However, the strains that result, described in the introduction to this section, suggest that accessibility should not mean the absence of admission standards.

If we begin by concentrating on requirements for admission to the college we might think in terms of the following suggested standards beyond those stated in Title 5.

Proposed Standards for Admission to the Colleges of the Kern Community College District

1. Provide documented evidence of ability to read, write, and calculate no lower than the eighth grade level.
2. In the absence of such documentation, in tests selected and administered by the college, score no lower than the eighth grade level in reading, writing and calculating.

Admission to Courses in the Curriculum Offered by the Colleges of the Kern Community College District

1. Meet course prerequisites with academic achievement established by the colleges.
2. Where no course prerequisites are noted, in tests selected and administered by the colleges, score at the level set by the colleges which provides a reasonable chance for academic success in that particular course.

These standards for admission to the colleges and to specific courses are designed to provide students with a reasonable chance for success; to provide faculty with reasonably homogeneous classes; to provide academic standards that permit more effective counseling; and to provide the colleges a more substantial base for planning the curriculum and offering services.

STANDARDS FOR CONTINUED ENROLLMENT

Current standards for continued enrollment appear to be reasonable, are consonant with Title 5 requirements, and are enforceable. These standards give students a full year to prove that they can achieve a "C" average. Disqualification can mean not being re-admitted for one semester, although conditional re-admission is the usual practice.

These standards, consistently enforced, and buttressed by effective counseling for those on academic probation, should be effective in delivering a message to students that college is serious business, and that poor academic achievement will not be tolerated.

LIMITS ON UNITS

Currently there are no limits on the number of units for which a student can get credit. Perhaps there is a perennial student or two who have in excess of 100 units on their Permanent Records. There are large numbers who exceed the 60 units required for graduation. And, as we know from this document, 5% of our students already have an A.A. degree and another 8% have baccalaureate degrees.

The question becomes one of limits of responsibility. At what point in an individual's academic career can the college say, with reasonableness, "The college has met its responsibilities with respect to your educational goals?" This is a very complicated question with far reaching consequences. Some legislators have suggested that the State's responsibility does not go beyond 60 units after which students should pay all or a part of the cost of attending. A fee of \$50 per semester for full-time students and \$5 per unit for part-time students is another effort to put a cap on perennial enrollments. It would appear that the perception in Sacramento is that the community colleges enroll many people for whom the State has already provided a reasonable education. If we accept the idea that there is a limit, what is it?

- Some people go beyond 60 units because they change their occupational and educational goals.
- Some people go beyond 60 units for retraining purposes.
- Some people who are college trained enroll to improve or up-date skills needed on their jobs.
- Some people enroll seeking to improve the quality of their lives.
- Some people enroll to enhance their enjoyment of leisure time activities.
- Some people enroll who want to become better parents.
- Some people enroll because of mandatory continuing education requirements to keep their licenses current.

Adults, i.e., not traditional college-age people, enroll for such a variety of reasons that cataloging them becomes an almost impossible task. Society (the Legislature and Governor, not the local Governing Board) has to decide where the line should be drawn with respect to how far the State will go in supporting continuing education for its citizenry. Currently, there are few, if any, limits. To charge tuition based on purposes for which students enroll would be an administrative nightmare. A more reasonable approach would be to establish an arbitrary limit on units after which either special permission is required or a fee is assessed.

QUESTIONS

- (1) How will the colleges and the District respond to the proposed college admission standards?
- (2) How will the colleges and the District respond to the need expressed in this document for enforced course prerequisites?
- (3) What are appropriate standards for continued enrollments?
- (4) What limits (if any) should be imposed on numbers of units completed, and what should the ground rules be for this limit?

CONCLUSIONS

- (1) Both the mission of and the clientele to be served by California community colleges have been called into question by the State Legislature and the Governor.
- (2) The concept of the "open door", taken to an idealistic end, creates problems for community colleges relating to communicating mission, adhering to standards, and planning for curriculum, staffing, space, and finance.
- (3) Establishment and enforcement of pre-requisites, including standardized test scores, have been eroded during the past twenty years.
- (4) There are virtually no standards for admission to the colleges of the Kern Community College District.
- (5) There are no limits for continued enrollment in the colleges of the Kern Community College District.

RECOMMENDATIONS

- (1) The District, with full participation of the three colleges, should review its mission statement and the language of its "open door" policy.
- (2) The Proposed Standards for Admission to the colleges of the Kern Community Colleges District should be seriously considered, widely debated, and responded to.
- (3) Whether or not admission standards are changed, the District and the colleges should establish and enforce rigorous course pre-requisites including standardized test scores.
- (4) Research should be conducted to determine the magnitude of the practice of permitting students to enroll beyond 60 units and the reasons for such enrollment.

PART II
EXTERNAL
CHARACTERISTICS

CHAPTER IX
DEMOGRAPHIC CONSIDERATIONS

INTRODUCTION

Demographic data is compiled and analyzed each decennium by the Census Bureau. Immediately following, organizations, government agencies, corporations, and individuals massage this enormous compilation of information. On the local level the Kern County Planning and Tulare County Planning Departments have demographers assigned to analyze and report on census data, the most recent being for 1980. Updates are made annually, and some attention is also given to forecasting.

The number of people living in a college service area should be somewhat deterministic with regard to the number of students who will enroll. Other factors such as age, employment prospects, financial ability, ethnic composition, accessibility to the college, and curricula offered will also influence enrollments. But, a simplistic approach would be to say to a college with a service area including 200,000 people and an enrollment of 10,000 that they will continue to enroll 5% of the people in the service area. When the service area grows to 300,000 the enrollment will be 15,000, and 400,000 people will yield 20,000 students. It is easy to see that other factors may intervene and that this linear relationship will not remain fixed.

In addition to numbers, composition of the population to be served would have to be taken into account. For example in our own District the composition of the Cerro Coso College Service Area population is largely determined by the type and magnitude of the operations at the Naval Test Center and Edwards Air Force Base. If those operations change, the population served will change in both numbers and composition. Porterville College, on the other hand, serves a largely rural population which also impacts on numbers to be served, the composition of the student body, and the curriculum. The third college of the District, Bakersfield College, has an expanding, heterogenous, urban population to serve.

It seems safe to conclude, then, that the size and composition of the population to be served by the colleges of the District has a profound impact on the size and composition of the respective student bodies and thus the curriculum, and services needed.

BIRTH RATES

It is common to speak of the "baby boom" of the late 40's , the 50's, and early 60's. This boom was followed by a "baby bust" when birth rates declined for a few years. Now there appears to be developing what is called a "baby bubble" as the rates have started to ascend. The accompanying bar-graph for Kern County Live Births from 1946 - 1982 reflects the recent trend upward in total numbers of live births.

FIGURE 9

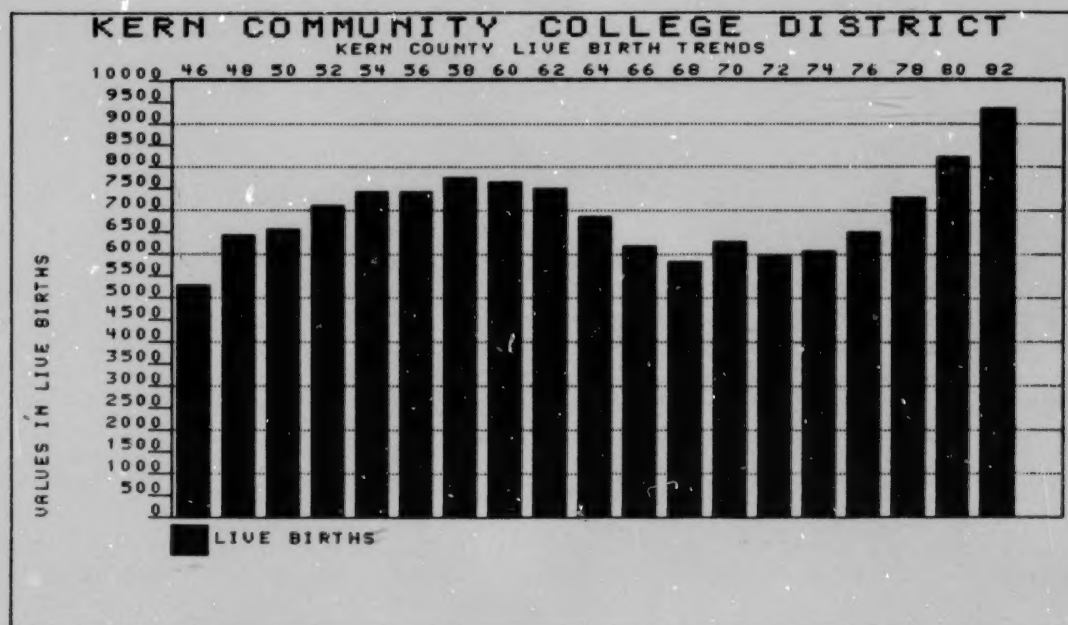


Figure 9. Kern County Live Birth Trends, 1946-1982

It can be seen from this graph that in 1982 the number of live births in the county exceeded 9,000 (9,427), which is a 13.8% increase over 1980. The "baby boom" years are commonly referred to as 1946 to 1962. During these years in Kern County the highest total of live births was 7,807 in 1958. Naturally, with a much larger base population it is to be expected that the total number of births in 1982 (9,427) would be substantially higher than 1958's total. It is true that birth rates were higher during the "baby boom" than they are now. However, it is instructive to note that the rate in 1982 is 21.6 live births per 1,000 population, while this same rate hit a low point of 17.6 in 1968. Since that date, the birth rate of Kern County has been steadily rising. This fact is illustrated on page 92 in the bar graph displayed.

FIGURE 10

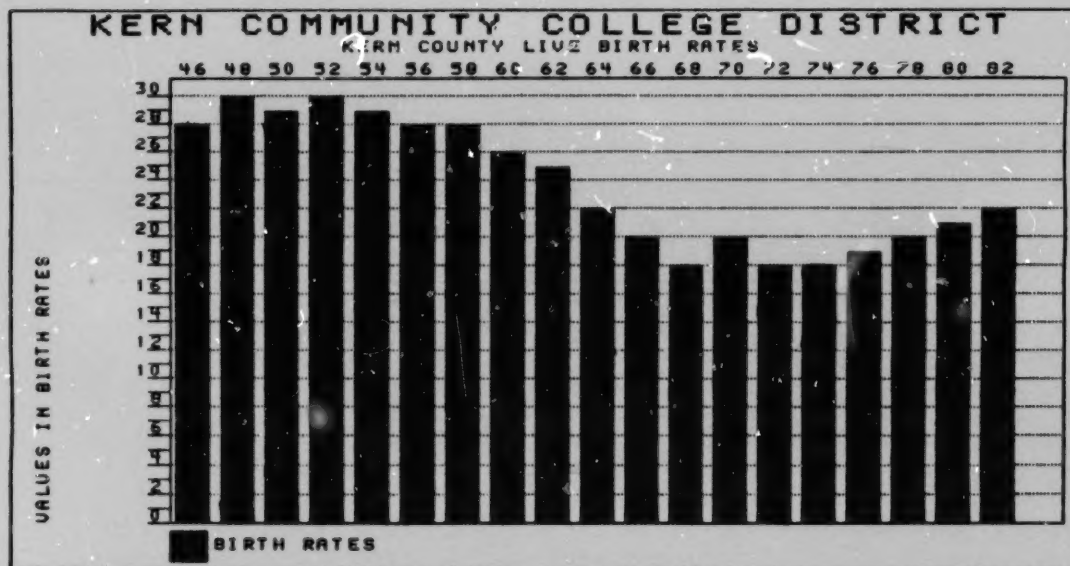


Figure 10. Kern County Live Birth Rates, 1946-1982

Turning to Tulare County, we looked at county-wide birth statistics rather than by census tracts in the Porterville College Service Area. The bar graph displayed below, once again, illustrates aggregate live births.

FIGURE 11

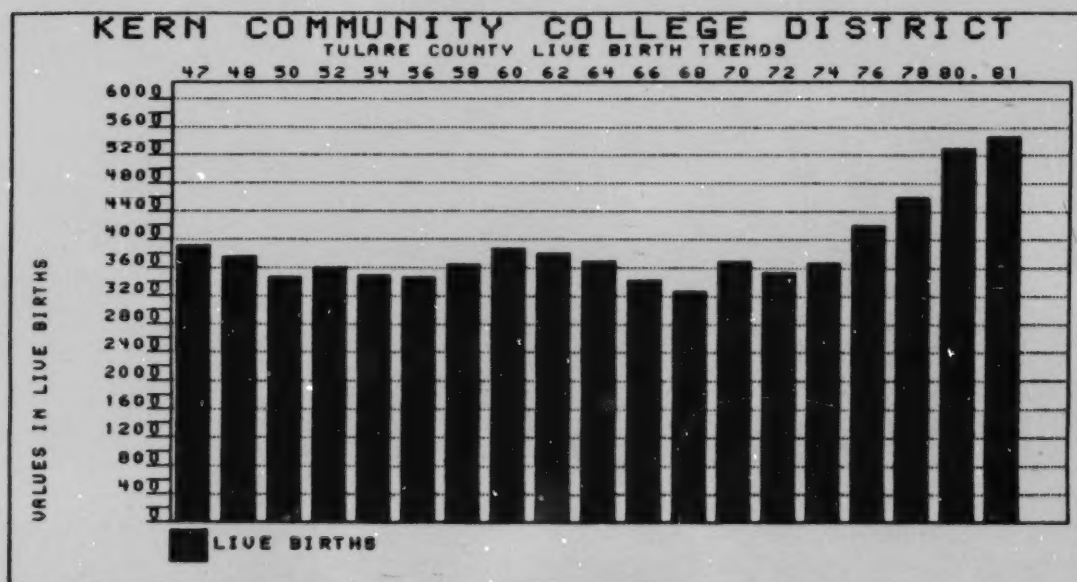


Figure 11. Tulare County Live Birth Trends, 1947-1981

It can be seen from these data that live births in Tulare County have been fairly constant, even during the "baby boom" years, until the recent upsurge. Going back to the low point of 1968 (3,297 live births) and comparing this number with the 5,502 live births for 1982 we find a 66.9% growth in live births over a 15-year period. Tulare County, like Kern County, is experiencing an increase in total live births as well as an increase in the birth rate.

This recent increase in the birth rate is already impacting on elementary school enrollments as will be seen later. And the first signs are now present that the decline in high school enrollments in the two counties has "bottomed out", with 1983 probably showing an increase. If this is the case, as it seems to be, an increase in community college enrollments due to a natural increase in the population should not be far behind. It is acknowledged that community college enrollments are affected substantially by factors other than a natural increase in the population base. However, natural increase is an important factor with the 1964 babies (10,630 in both counties) currently enrolled, and the 1982 babies (14,929) due for enrollment in 2000. This 40% increase between 1964 and 1982 will definitely affect the year 2000 enrollments. And if the upward trend continues, this will have impact beyond 2000.

POPULATION PROJECTIONS -- 1980 - 2000

As has been suggested earlier, the 1980 Census has been analyzed, massaged, and projected by demographers from the federal to the local level. For Kern and Tulare Counties the respective County Planning Departments have knowledgeable, careful, competent and conservative demographers who are charged with analysis and forecasting. The data are analyzed by Census Tract and by aggregate numbers for the entire County. County authorities have confidence in the staff members charged with this responsibility, and it appears that this confidence is based on years of experience when, in the main, forecasts have been on target.

Looking first at Kern County which is served by Bakersfield College and Cerro Coso College, the projections appear as follows in Table 59 and Figures 12 and 13.

TABLE 59
KERN COUNTY POPULATION PROJECTION
1980 - 2000

1980	1982	1985	1990	1995	2000
406,190	431,300	464,500	515,000	559,000	602,000

- (6) Ethnic composition of Kern and Tulare Counties show an actual and projected growth in the Hispanic populations that will have to be taken into account as curriculums and services for the future are contemplated.
- (7) The educational level of the populations of Kern and Tulare Counties improved substantially from 1970 to 1980.
- (8) The Kern Community College District population has about a quarter of its families at or near the poverty level.

RECOMMENDATIONS

- (1) Intensive demographic studies should be conducted by the colleges of the district to either confirm or deny the population and enrollment forecasts presented in this document.
- (2) If Kern County is to experience an in-migration of 120,000 in the next 17 years, Bakersfield College should determine employment patterns and educational needs related to this influx of new people.
- (3) The colleges of the District should verify the 18+ age cohort proportion of the population that they are noted to be serving by this document.
- (4) Bakersfield College and Porterville College should examine ethnic data presented in this document, particularly the impact on their curriculums and services of substantial growth in their respective Hispanic populations.
- (5) The colleges of the District should examine their own Census Tracts data with a view toward ascertaining the need for outreach classes and/or centers.

FIGURE 12

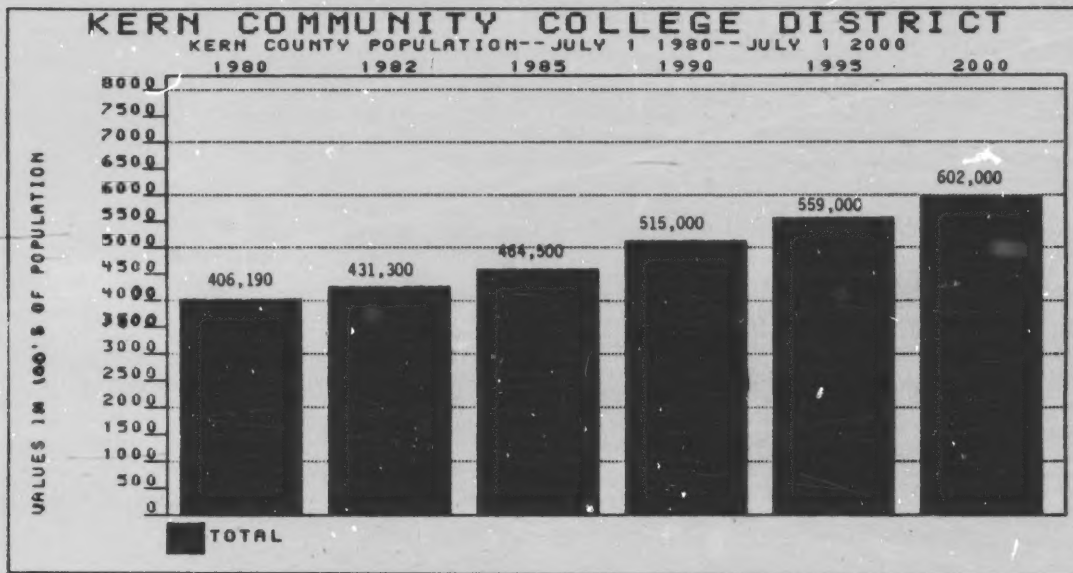


Figure 12. Kern County Population, July 1, 1980 - July 1, 2000

FIGURE 13

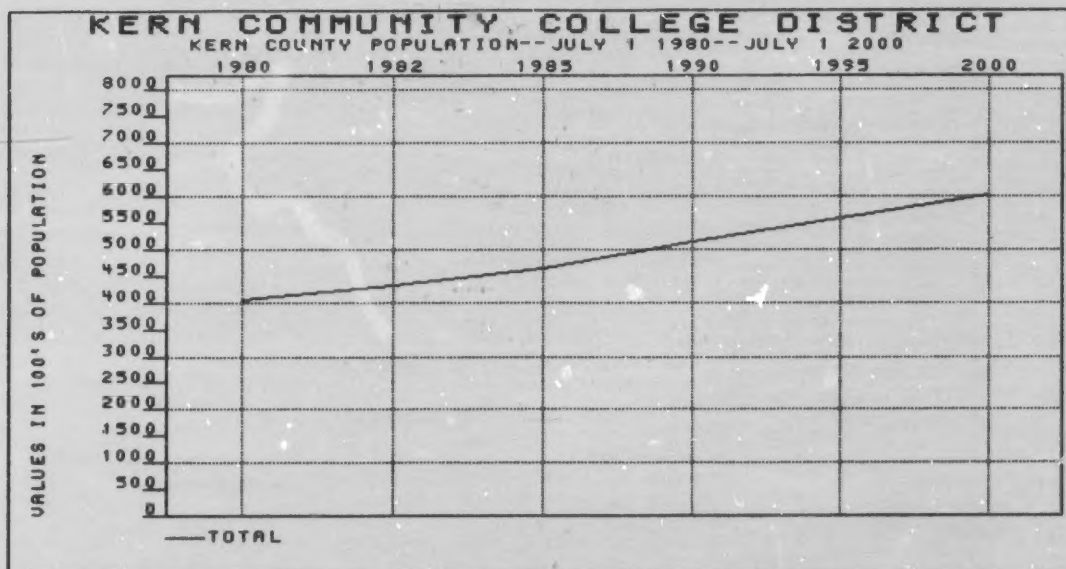


Figure 13. Kern County Population, July 1, 1980 - July 1, 2000

The 1982 population figure given on page 94 is an official County count taken from sampling. The numbers for 1985 to 2000 are projections. Of course, the 1980 figures are from the Official Census Bureau report for 1980. In the aggregate, these figures show a growth of 195,810 people during the twenty-year period. This is an increase of 48.2% which represents a steady and substantial growth of 2.4% per year.

The two community colleges of the Kern Community College District serving Kern County enrolled 17,149 students in 1980 from a population of about 385,000 (Taft excluded). It is reasonable to ask if the county population grows by about 50% in the subsequent 20 years, will the colleges grow proportionately. Keeping this unanswered question in mind we can look at the projections which group Census Tracts by communities and begin to see where the demographers are forecasting major growth. Figure 14 shows these projections for the Bakersfield College, Cerro Coso College, and Taft College Service Areas.

FIGURE 14

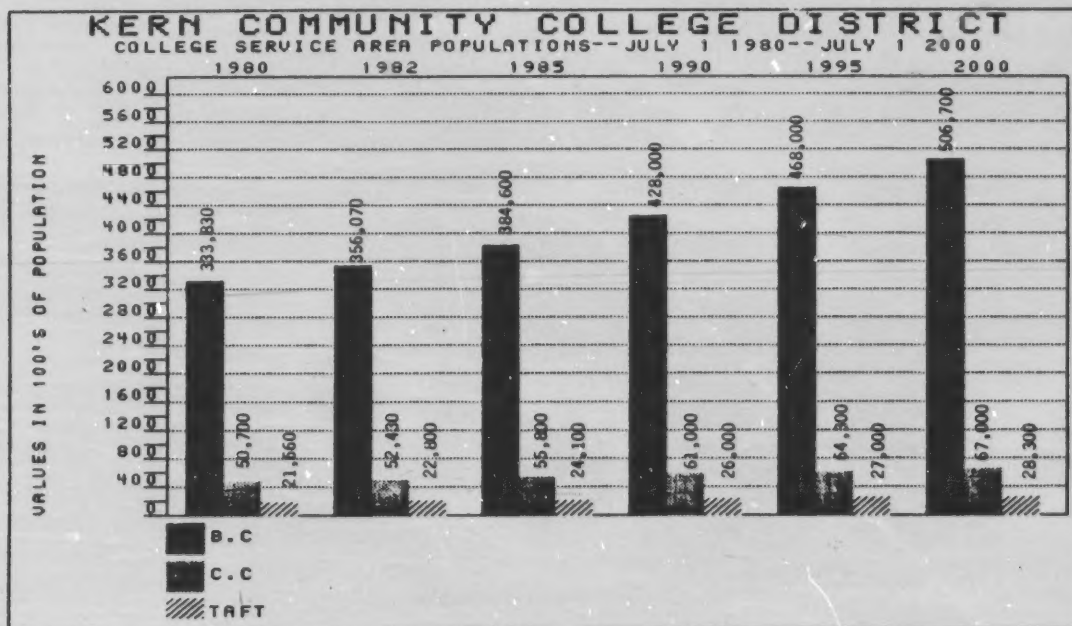


Figure 14. College Service Area Populations, July 1, 1980 - July 1, 2000

From these data it can be seen that the Bakersfield College Service Area growth in the 20-year period is 52%, Cerro Coso College 32% and Taft College 31%. Greater Bakersfield is projected to grow from 221,500 in 1980 to 333,400 in 2000. This is a 51% growth rate. East Kern, served by Cerro Coso College, on the other hand, will grow from 50,700 to 67,000 or 32%. And the Westside served by Taft College will grow from 21,600 to 28,300 or 31%. Major growth in Kern County, then, will be in the Bakersfield College Service Area and long range planning should take this into account.

It is also instructive to look at some of the rural Census Tracts in the Bakersfield College Service Area. For example, the population growth in the Lake Isabella area is projected for 30,000 in 2000 which is an increase of 105% in 20 years. Rosedale is projected to grow by 122%, and Tehachapi by 67%. The slowest growing tracts in the Bakersfield College area are projected to be Arvin-Lamont (36%), Buttonwillow (24%), Greenfield (49%), McFarland-Delano (33%), Shafter (34%), and Wasco (47%).

Within Greater Bakersfield the single fastest growing Census Tract is Tract 9.01 located between Bakersfield College and the mouth of the Kern River Canyon. This tract is projected to grow from about 7,000 to 28,000 or an increase of 300%. Other fast growing Tracts within Metropolitan Bakersfield are Tract 5 in the Northwest, 28.01 near Cal-State Bakersfield, and 31.01 in the Southwest.

Looking at the same 20-year period, and recalling the birth rate data submitted earlier, it is useful to note that of the 195,810 population growth in the County during this time 56% is from a natural increase and 44% from in-migration. (See Table 60 below). Since it is difficult to forecast the composition of the population migrating to Kern County, the colleges and the District will have keep in close touch with the Kern County Planning Department to receive their annual updates on census matters.

TABLE 60
PRELIMINARY PROJECTIONS OF KERN COUNTY POPULATION
NATURAL INCREASE AND MIGRATION, JULY 1, 1970 - JULY 1, 2000

YEAR	EST. ANNUAL RATE NATURAL INCREASE	PROJECTED POPULATION	NET 5 YEAR INCREASE	NET 5 YEAR NATURAL INCREASE	NET 5 YEAR MIGRATION	NET 10 YEAR MIGRATION
1970	-	331,100*	-	-	-	-
1975	1.2	361,800*	30,700**	19,610	11,090	-
1980	1.2	406,190	44,390**	21,510	22,880	33,970
1985	1.4	464,500	58,310	29,240	29,070	-
1990	1.2	515,000	50,500	28,550	21,950	51,000
1995	1.0	559,000	44,500	26,270	17,730	-
2000	0.9	602,000	43,000	26,610	17,390	35,000

SOURCE: * State Department of Finance, (Report I 70 - 80, 3/82)

** Kern County Health Department

Kern County Planning Department
August 10, 1982

For Tulare County, looking first at the entire County, and later at the Porterville College Service Area we find growth of an even greater magnitude than Kern County's, projected from 1980 to 2000.

FIGURE 15

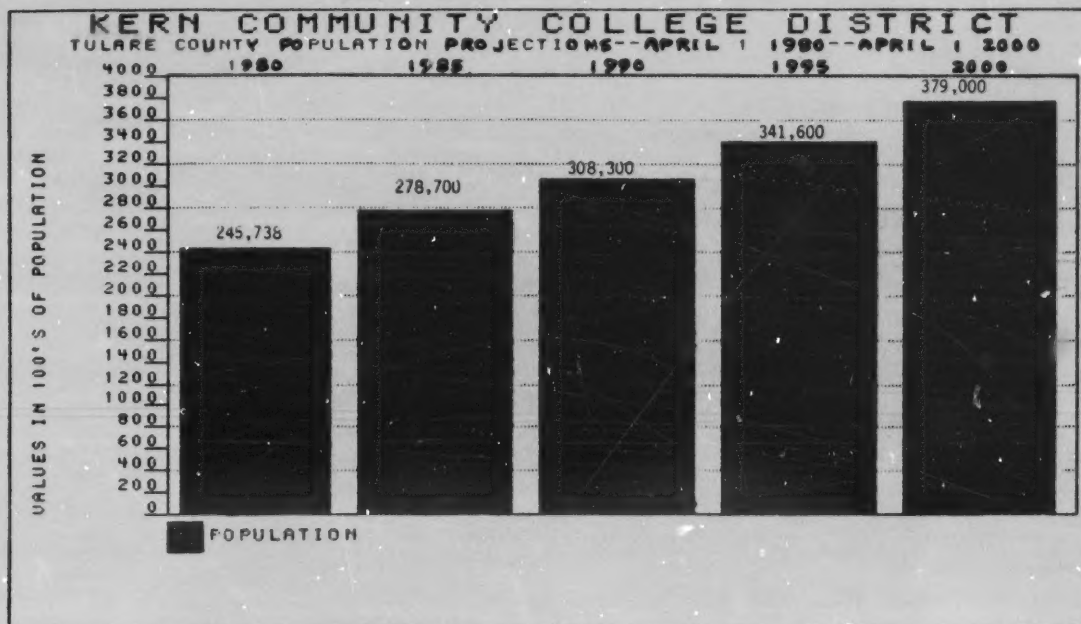


Figure 15. Tulare County Population, April 1, 1980 - April 1, 2000

From 1980, with a Census population of 245,738, the Tulare County Planning Department projects 379,000 people residing in the County in 2000. This is an increase of 54.2% compared with Kern County's increase of 48.2%. Since projections in Tulare County are not made by Census Tract as they are in Kern County it was impossible to be precise in projecting the population of the Porterville College Service Area. However, we had a firm number from the 1980 Census of 59,538 people living in the Census Tracts served by Porterville College. We applied the 54.2% county-wide growth factor to this base and derived our own projection for the Porterville College Service Area as follows on page 98 in Figure 16.

FIGURE 16

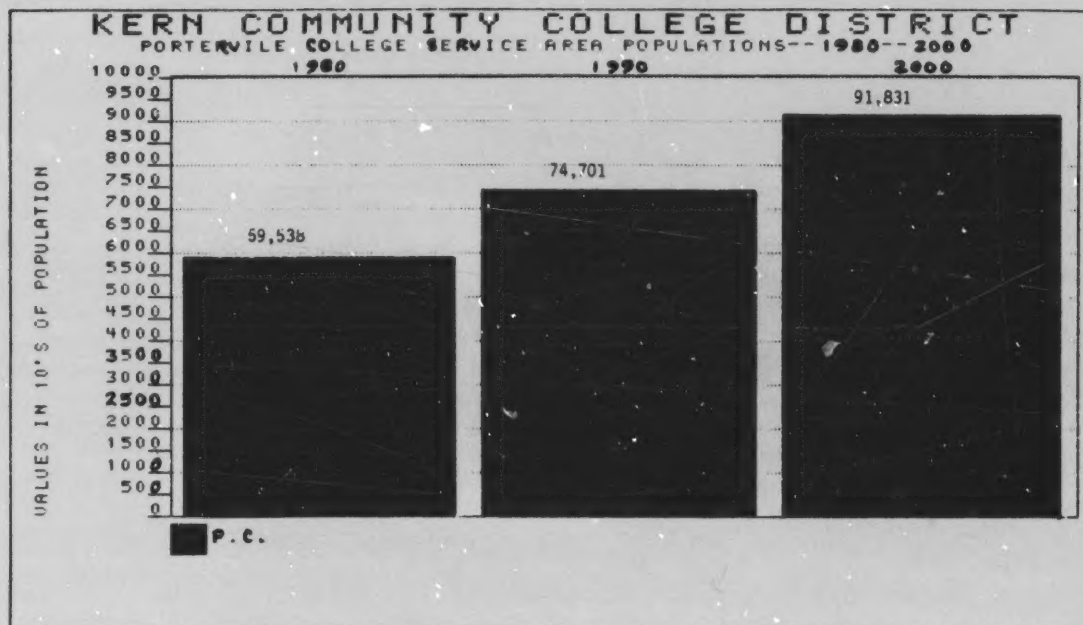


Figure 16. Porterville College Service Area Populations, 1980 - 2000

Since seventy-five percent of the Tulare County population lives outside the Kern Community College District, and since this excluded area has the larger communities and appears to be growing faster than the southern end of the county, it would appear that the forecast for the Porterville College Service Area is high. But even if the error is as much as 10% high, the growth is still substantial and the college would have to respond to an increase of 20,000 - 30,000 in the population served. Comparing the percentage growth of the 1970-80 decade by actual census tracts with the above projection we find that for 1970-80 the growth in the Porterville College Service Area was 21.1%. Our projection between 1980-90 shows 25.5% growth which may be a little on the high side, but which seems reasonable.

Before leaving the subject of population growth it seems safe to say that the Kern Community College District's service area will grow by about 50% in total population between 1980 and 2000. A more cogent question pertains to whether or not the District's student population will grow at this same rate. Population growth rates in Kern and Tulare Counties for the decade 1970-80 were 22.06% and 30.40% respectively. During this decade the total enrollment of the Kern Community College District grew from 13,023 to 20,893 or 59.8%. It is true that by 1982 the District's enrollment had dropped to 18,531 with a further decline forecast for the Fall of 1983. Even so, for the 1970-80 decade enrollments grew substantially faster in rate than the population in the service areas. It doesn't seem unlikely, then, to predict that enrollments will at least keep pace with the population for the 1980-90 decade and from 1990-2000. However, ADA growth in the 1970-80 decade did not quite keep pace with population growth. ADA grew from 8,871 to 10,583, an increase of 19.3%. This probably means that we have a trend of serving more students who enroll in fewer units.

We turn now from population projections to enrollment forecasts for the three colleges for 1990 and 2000.

ENROLLMENT FORECAST--1980-2000

As established previously in this section, the Kern County and Tulare County Planning Departments assign demographers to analyze census data and project these data forward to 2000. The Departments also provide intermediate population forecasts for 1985, 1990, and 1995. For this document enrollment projections are made from the actual 1980 Census data and the years noted in the forecast are 1990 and 2000. Data exists to permit the same treatment for 1985 and 1995. It is interesting and of some comfort, to know that the Department of Finance, State of California uses substantially the same projected numbers as the Kern and Tulare County demographers.

Using Census Tract data the respective populations for the three college service areas were determined for 1980 and projected for 1990 and 2000. This was done by Census Tracts for Bakersfield College and Cerro Coso College. For Porterville College we used the actual population by Census Tract for 1980, and used Tulare County projected growth percentages for 1990 and 2000. This technique had to be used since Tulare County demographers do not publish forecasts by Census Tracts. The three service area population are forecast as follows in Table 61.

TABLE 61
KERN COMMUNITY COLLEGE DISTRICT
POPULATION FORECAST
1980 - 2000

	1980*	1990	2000
Bakersfield College	333,830	428,000	506,700
Cerro Coso College	50,700	61,000	67,000
Porterville College	59,538	74,701	91,831
Kern Community College District	444,068	563,710	665,531

*Actual

Since the colleges enroll almost exclusively people who are 18 years of age or older it is important to determine what part of the population falls in this age cohort. Census data and projections completed by the respective Planning Departments provide this data as follows on page 100.

TABLE 62
KERN AND TULARE COUNTIES
18+ AGE COHORT
1980 - 2000

	1980*	1990	2000
Kern County	69.12%	68.53%	71.41%
Tulare County	67.10%	66.50%	69.30%

*Actual

Using 1980 as the base year, the percent of the 18+ age cohort in the population service area being served by the colleges was then calculated with the following results:

TABLE 63
KERN COMMUNITY COLLEGE DISTRICT
PERCENT OF 18+ AGE COHORT SERVED
1980 - 2000

	1980*	1990**	2000**
Bakersfield College	5.64%	5.64%	5.64%
Cerro Coso College	11.75%	11.75%	11.75%
Porterville College	9.37%	9.37%	9.37%

* Actual

**Assumed to remain the same

It should be noted that the projected percentages do not change for 1990 and 2000. This document assumes no change in the percentage of the 18+ age cohort served. Many factors could alter this percentage either upward or downward, but no effort has been made to isolate these factors and calculate new percentages for the years noted. This would virtually be impossible to do, so rather than guess at a different percentage we left this number constant.

In forecasting enrollments for 1990 and 2000 at the three colleges a simple linear relationship was developed. In essence, we are saying that if in 1980 the colleges serve X percentage of the 18+ age cohort in the respective service areas, they will serve this same percentage of the 18+ age cohort residing in their service areas in 1990 and 2000. Many forces could intervene to alter the enrollments being forecast. If public policy changes to shrink or expand the mission of California community colleges, these numbers will change. If public policy reduces or increases monetary support for community colleges, these numbers will change. If public policy installs a substantial tuition or fee system for community colleges these numbers may change. If business and industry's demand for trained personnel increases or decreases, these numbers will change. Many other factors, not mentioned here, could impact negatively or positively on enrollments for 1990 and 2000. These projections are made, then, in the light of what was happening in 1980.

It is important to remember that the enrollment projections that follow are in terms of head count, not ADA or FTE. As noted earlier, students are tending to enroll in fewer units thus requiring a much larger head count to produce the same ADA. It would be fairly simple to project ADA from these enrollment data using the same proportion as existed in 1980. The enrollment projections for the three colleges and the Kern Community College District follows:

TABLE 64
KERN COMMUNITY COLLEGE DISTRICT
ENROLLMENT PROJECTION
1980 - 2000

	1980*	1990	2000
Bakersfield College Service Area Population	333,830	428,000	506,700
18+ Age Cohort	230,743	293,308	361,834
Enrollment	13,031	16,542	20,407
Cerro Coso College Service Area Population	50,700	61,000	67,000
18+ Age Cohort	35,043	41,803	47,844
Enrollment	4,118	4,911	5,621
Porterville College Service Area Population	59,538	74,701	91,831
18+ Age Cohort	39,949	49,676	63,638
Enrollment	3,744	4,654	5,962
Kern Community College District Service Area Population	444,068	563,701	665,531
18+ Age Cohort	305,735	384,787	473,316
Enrollment	20,893	26,107	31,990

It can be seen from the preceding data that assuming the same percentage of the 18+ age cohort for 1990 and 2000 as obtained in 1980 produces some very large enrollments. As suggested earlier, other assumptions could be made, but we decided to go with history.

With respect to the above forecast it should be noted that West Kern Community College District's (Taft College) population has been deducted from Kern County population data. Also, enrollments at the Porterville State Hospital probably distort the Porterville College forecast. Most of the patients at this hospital who enroll in college courses take only one non-credit course. In 1980 these patients comprised 41.6% of the Porterville College headcount. It is difficult to deal with this factor when making a forecast. It is probable that the Porterville College enrollment for 1990 to 2000 will be less than the 4,654 and 5,962 respectively forecast.

The Cerro Coso projections could be a little low. For the purpose of this document we did not take into account the parts of Inyo and San Bernardino Counties that are in the Kern Community College District. However, the populations in these areas are not great and substantial growth does not appear likely. Also, we did not include in our projections the populations of the non-Kern Community College District areas of Mono and Inyo Counties currently served by Cerro Coso College.

To convert enrollments to ADA using 1980 as the base year the forecasts would appear as follows:

TABLE 65
KERN COMMUNITY COLLEGE DISTRICT
ADA FORECAST
1980 - 2000

	1980*		1990		2000	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
Bakersfield College	13,031	6,907	16,542	8,767	20,407	10,815
Cerro Coso College	4,118	1,560	4,911	1,861	5,621	2,130
Porterville College	3,744	2,116	4,654	2,629	5,962	3,369
Kern Community College District	20,893	10,583	26,107	13,236	31,990	16,218

* Actual

The respective ratios used to arrive at the conclusions reflected in the above table are:

Bakersfield College	53.0%
Cerro Coso College	37.9%
Porterville College	56.5%
Kern Community College District	50.7%

These are the ratios of ADA to enrollment actually produced in 1980 and applied for 1990 and 2000.

In analyzing enrollments by relating them to population data, there appears to be a trend toward enrollments not keeping up with population growth. To illustrate this graphically we plotted the combined enrollments of Bakersfield College and Cerro Coso College and related these to actual population totals in Kern County since these two colleges serve all of Kern County except the few people residing in the Taft College Service Area.

FIGURE 17

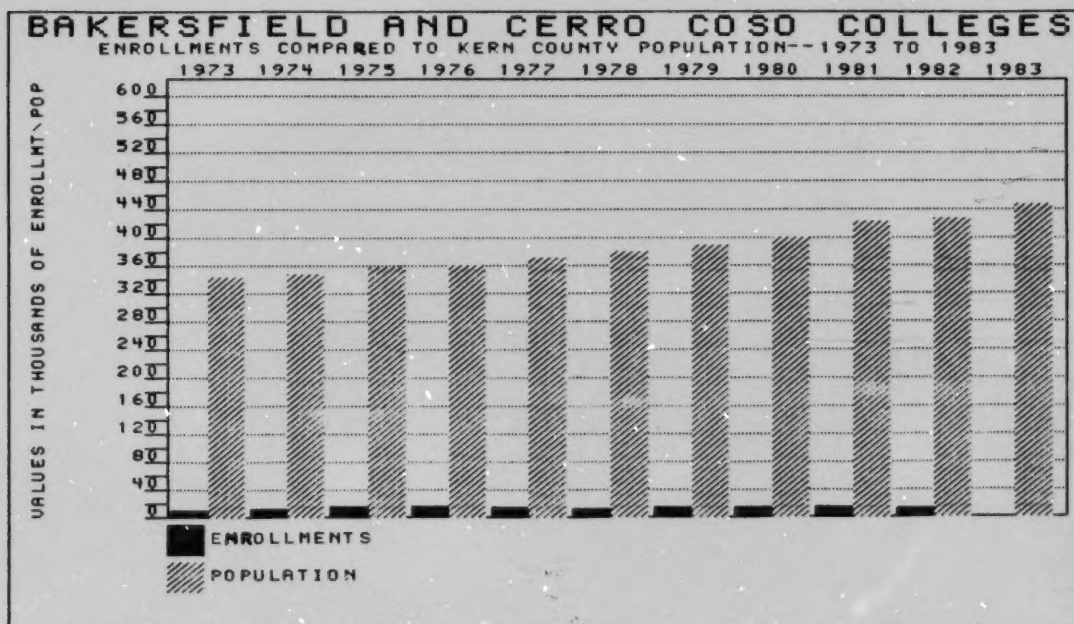


Figure 17. Bakersfield College and Cerro Coso College--Enrollments compared to Kern County Population, 1973 - 1983

When the population of Kern County was 350,000 in 1973 the 2 colleges enrolled 12,389 students. This ratio is 1:29.25. By 1980 the ratio had improved to 1:23.68, but by 1982 it was back to 1:28.58. A number of factors have intervened to change these ratios. In 1975, for example, the ratio was 1:19.74 reflecting the peak enrollment brought about by the registration of Vietnam veterans. In the fall of 1978, after Proposition 13, the ratio was 1:25.27 reflecting the decline in enrollment brought about by the loss of local taxing power. The 1980 improvement, cited above, probably reflects the policy of the State to provide "bail-out" money. And by 1982 the "bail-out" money was gone and the State was mandating a reduction in offerings and thus a drop in enrollments.

AGE AND SEX DISTRIBUTION

Turning from total population, population forecasts, and enrollment projections to the composition of the population we want to briefly note the changes that took place between the 1970 Census and the 1980 Census. Looking at age and sex distributions for Kern and Tulare Counties we note the following changes:

TABLE 66
KERN COUNTY AGE AND SEX DISTRIBUTION
1970 - 1980

AGE	1970			1980		
	MALE	FEMALE	% of N*	MALE	FEMALE	% OF N*
0 - 14	51,681	48,209	30.2	50,271	49,316	24.5
15 - 24	28,388	28,250	17.2	38,548	37,584	18.8
25 - 34	20,025	20,261	12.2	33,959	32,603	16.4
35 - 49	28,230	29,006	17.3	31,421	31,784	15.6
50 +	37,605	37,471	22.7	44,632	50,794	23.5
	<u>1970</u>	<u>1980</u>		<u>1970*</u>	<u>1980*</u>	
	M = 49.64 F = 50.36	M = 49.8 F = 50.2		N = 330,234	N = 406,190	

With respect to sex, in 1970 the ratio was male = 49.64% and female = 50.36%. In 1980 these percentages were virtually unchanged. Within the age groups noted the only change of any consequence was in the 50+ age group where women substantially outnumbered men in 1980 whereas in 1970 the numbers were almost identical.

Regarding the age groupings noted we see a decline in the percentage of young people (0-14 years of age), and an increase in young adults (25-34 years of age). The other age group ratios remained almost constant.

In Tulare County we see the following picture:

TABLE 67
TULARE COUNTY AGE AND SEX DISTRIBUTION
1970 - 1980

AGE	1970			1980		
	MALE	FEMALE	% OF N*	MALE	FEMALE	% OF N*
0 - 14	29,606	28,295	30.7	33,504	31,922	26.6
15 - 24	15,844	16,179	17.0	23,302	22,258	18.5
25 - 34	10,655	11,188	11.6	18,977	19,125	15.5
35 - 54	19,361	20,709	21.3	24,020	24,946	19.9
55 +	17,743	18,742	19.4	21,783	25,901	19.4
	<u>1970</u>	<u>1980</u>	<u>1970*</u>	<u>1980*</u>		
	M = 49.5 F = 50.5	M = 49.5 F = 50.5	N = 188,322	N = 245,738		

Like Kern County, females slightly outnumber males in Tulare County and no change took place in this proportion between 1970 and 1980.

Within the age groups noted the only change was again in the growth of percent of females in the 50+ age category for 1980.

With respect to the age groupings noted, the 0-14 cohort decline and the 25-34 grouping increased, just as in Kern County.

The colleges and the District might logically conclude that their respective service area populations are stable with respect to sex ratios, and that not much change is taking place in age distribution.

ETHNIC COMPOSITION

Turning to the ethnic composition of the populations being served we again confined the research to data from Kern and Tulare Counties and not by Census Tracts or College Service Areas. We looked at numbers and percentages for four categories as follows: White, Hispanic, Blacks, Other. Since racial and ethnic identification were arrived at differently in the two census periods, some interpolation had to take place. The data that follows on page 106 is accurate for 1980 and the best we can arrive at for 1970: Kern County first.

TABLE 68
KERN COUNTY ETHNIC DISTRIBUTION
1970 - 1980

	1970		1980		% CHANGE
	N	%	N	%	
White	245,005	74.4	281,132	69.7	+ 14.7
Hispanic	55,310	16.8	85,114	21.1	+ 53.9
Blacks	18,637	5.7	20,779	5.2	+ 11.5
Other	<u>10,210</u>	3.1	<u>16,064</u>	3.9	<u>+ 57.3</u>
TOTAL	329,162		403,089		+ 22.5

Proportionately, the White population has declined and the Hispanic people have increased significantly in the decade under consideration. Blacks retained about the same ratio, and Others (everyone else) increased moderately.

Bakersfield College is affected most by the changes noted, since the Cerro Coso College Service Area population includes a very low percentage of minorities. Special needs, particularly of Hispanics, will have to be taken into account as the curriculum and services are planned for the future. The percentage of Hispanics in the population of the County has gone up from 16.8 to 21.1, a change of 4.3 percentage points. However, the increase in Hispanics from 55,310 to 85,114 in ten years is a very significant increase of 53.9%. In conversations with the Kern County Planning Department it became plain that data on changes in the Hispanic population of Kern County since 1980 is incomplete, and the base for comparison is not precise. However, the new projection for the total Kern County population for 1985 is 474,000. If the Hispanic portion of that total remains 21.1% as it was in 1980, the 1985 Hispanic population in the County would be 100,014. This would be a growth of 14,900 in five years or an increase of 17.5%. This is probably a conservative estimate. However, there is no firm evidence that the current rate of growth among Hispanics is any greater than the general population. This consideration is greatly complicated by the presence of undocumented aliens. Suffice it to say that as counting methods become more consistent and more sophisticated, the Hispanic proportion of the Kern County population will probably show a substantial increase for 1985, 1990, and beyond.

For Tulare County the changes in ethnic distribution from 1970 to 1980 are less pronounced than in Kern County. The following table confirms this observation:

TABLE 69
TULARE COUNTY ETHNIC DISTRIBUTION
1970 - 1980

	1970		1980		% CHANGE
	N	%	N	%	
White	128,148	68.0	159,996	65.2	+ 24.9
Hispanic	49,296	26.2	73,298	29.8	+ 48.7
Blacks	3,199	1.7	3,448	3.6	+ 7.8
Other	7,679	4.1	8,996	3.6	+ 17.2
TOTAL	188,322		245,738		+ 30.5

Proportionately all segments of the Tulare County population have declined except for Hispanics. People of Hispanic background in Tulare County are now approaching one-third of the population. The decline in White, Black, and Other groups is precisely proportional to the increase in Hispanics. As noted earlier, the Porterville College student body does not proportionately reflect the Hispanic population of the County. The student body is 15.5% Hispanic and the County population is 29.8% Hispanic. One reason for this discrepancy could be the rural nature of the Hispanic population. Other reasons may relate to financial ability, language difficulties, cultural conditioning, as well as curriculum and services offered by the college.

We have less authoritative data from Tulare County than for Kern County with respect to projecting the Hispanics populations for 1985, 1990, and beyond. The best we can do at this point is to apply the same ratio as existed in 1980 with the result that the Hispanic population for 1985 would be 83,052 and for 1990, 91,873.

EDUCATIONAL BACKGROUND

With respect to educational background we took the years of school completed as the indicator. Unfortunately, the 1970 Census did not note years of school completed for the 18+ age cohort as did the 1980 Census. Both decenniums noted years of school completed for the 25+ age cohort. This will be used for both counties to give a comparison of the educational background of the populations for 1970 and 1980. The educational background for the 18+ age cohort for 1980 will also be shown to illustrate the differences between the 2 counties. The Kern County comparative data follows on page 108.

TABLE 70
KERN COUNTY YEARS OF SCHOOL COMPLETED
25+ AGE COHORT
1970 - 1980

	1970		1980		% CHANGE
	N	%	N	%	
Elementary	48,501	28.4	48,907	21.3	- 1.0
High School (1 - 3 years)	34,058	19.9	37,485	16.6	+ 10.1
High School (4 years)	49,872	29.2	70,627	31.3	+ 41.6
College (1 - 3 years)	23,272	13.6	42,618	18.9	+ 83.1
College (4 plus)	<u>15,231</u>	9.0	<u>26,674</u>	11.8	<u>+ 75.1</u>
TOTAL	170,934		225,411		+ 31.9

It can be seen from this table that the major increase has been in the percent of people in this age category attending and completing college. Also, it is noteworthy to observe that those completing high school grew by 41.6% while the population base grew only 31.9%.

For Tulare County similar data appears in the table below:

TABLE 71
TULARE COUNTY YEARS OF SCHOOL COMPLETED
PERSONS 25 YEARS OF AGE AND OLDER
1970 AND 1980

	1970		1980		% CHANGE
	N	%	N	%	
Elementary	37,063	37.7	38,668	28.7	- 4.3
High School (1 - 3 years)	17,723	18.0	20,983	15.6	+ 18.4
High School (4 years)	24,610	25.0	38,667	28.7	+ 57.1
College (1 - 3 years)	11,814	12.0	22,902	17.0	+ 93.9
College (4 plus)	<u>7,074</u>	7.2	<u>13,639</u>	10.1	<u>+ 92.8</u>
TOTAL	98,414		134,859		+ 37.0

Changes in Tulare County are dramatic with respect to increases among those completing high school and attending and completing college.

A comparison of the 2 counties with respect to the educational background of the 18+ age cohort for 1980 is shown in the following table:

TABLE 72
KERN AND TULARE COUNTIES
18+ AGE COHORT
YEARS OF SCHOOL COMPLETED
1980

	Tulare County		Kern County	
	N	%	N	%
High School (3 years or less)	71,878	43.5	104,098	37.4
High School (4 years)	50,800	30.7	93,285	33.5
College (1 - 3 years)	28,485	17.2	52,738	19.0
College (4 years)	6,450	3.8	13,568	4.9
College (5 years plus)	<u>7,785</u>	4.7	<u>14,744</u>	5.3
TOTAL	165,398		278,478	

Conclusions that might be drawn from this comparison probably reflect the rural nature of Tulare County. The educational level of Kern County is substantially higher in all areas with, of course, the exception of the category of high school attendance without graduation. However, from the previous table Tulare County seems to have made significant progress toward improving the educational background of its citizenry.

FAMILY INCOME

To round out our summary of other population factors we looked at family income level for the two counties taken from the 1970 and 1980 census. These data are accurate, but are greatly distorted by the double digit inflation of the 1970's. The 2 tables noted on page 110 show the number of families in the several income brackets and also the median family income for the 2 years.

TABLE 73
KERN COUNTY FAMILY INCOME LEVEL
1970 AND 1980

	1970		1980		% CHANGE
	N	%	N	%	
\$ 0 - 9,999	47,853	57.3	24,119	22.5	- 49.6
10,000 - 14,999	21,002	25.2	17,023	15.9	- 18.9
15,000 - 24,999	11,974	14.3	30,838	28.8	+ 157.5
25,000 - 49,999	2,377	2.9	30,002	28.0	+ 1,162.2
50,000 +	297	.4	5,130	4.8	+ 1,627.2
TOTAL	83,503		107,113		+ 28.3
MEDIAN	\$8,937		\$18,780		+ 110.1

TABLE 74
TULARE COUNTY FAMILY INCOME LEVEL
1970 AND 1980

	1970		1980		% CHANGE
	N	%	N	%	
\$ 0 - 9,999	30,268	64.7	17,605	27.4	- 41.8
10,000 - 14,999	10,124	21.6	11,948	18.6	+ 18.0
15,000 - 24,999	5,043	10.8	18,138	28.3	+ 259.6
25,000 - 49,999	1,174	2.5	13,644	21.3	+ 1,062.1
50,000 +	186	.4	2,840	4.4	+ 1,426.9
TOTAL	46,795		64,175		+ 37.1
MEDIAN	\$7,745		\$16,172		+ 108.8

It can be seen from these two tables that the median family income increased in both counties by approximately 110% during the decade being considered. Upper income levels (\$25,000 +) skyrocketed as might be expected during a time of extraordinary inflation. There was concomitantly, a substantial decline in the percent of families at the lowest level. It is worthy of note, however, to realize that about 25% of families in both counties in 1980 had incomes less than \$10,000. If \$10,000 and less family income represents the poverty level, we are dealing with a population where one quarter are poor economically.

QUESTIONS

- (1) Will a 50% growth in the population of the Kern Community College District service area be reflected proportionately in enrollments at the colleges?
- (2) What forces are at work to cause college enrollments to decline while the population base served increases?
- (3) If college enrollments increase proportional to population increases as projected in this section, what steps would the District have to take to accommodate this increase?
- (4) If, on the other hand, the resources made available to the District by the State of California seriously limit growth, what segments of the much larger population base will the colleges decide not to serve?
- (5) How will the colleges respond to what appears to be a growing Hispanic population?
- (6) Since about 25% of the 25+ age cohort have only an elementary school education, how does this impact on college efforts to remedy educational deficiencies?
- (7) Since 25% of the population served by the Kern Community College District are at or near the poverty level, how will the imposition of fees or tuition affect opportunities for this segment of the population to attend college?

CONCLUSIONS

- (1) The population of the Kern Community College District will increase by about 50% between 1980 and 2000.
- (2) Population growth in western Kern County and Tulare County will be much more substantial than in eastern Kern County.
- (3) The number of people living in a college service area and the composition of that population is directly related to the size and composition of the particular college student body.
- (4) A projected in-migration of 120,000 for Kern County in the next 20 years is a very substantial number that reflects strong economic growth.
- (5) The respective college enrollment and ADA projections based on the 18+ age cohort proportion of the population has to be taken into account. If this forecast is deemed unrealistic, the colleges will have to account for social change or college offerings that brought about the proportional decline.

CHAPTER X
OTHER EDUCATION
DELIVERY SYSTEMS

INTRODUCTION

The colleges of the Kern Community College District are one element in a comprehensive system of public and private education in the area served by the District. As we try to get an accurate picture of external characteristics that impact on the operation of the colleges of the District we want to look at enrollments, and enrollment projections where they exist, for elementary schools, secondary schools, other colleges, and proprietary schools. In the public sector data is a matter of record, is fairly complete, and can be relied upon. In the private sector, particularly among proprietary schools, the data is difficult to secure. These schools have no vested interest in divulging their curriculum or enrollments. As a result, part of the picture is a little out of focus.

ELEMENTARY SCHOOL ENROLLMENTS

Turning first to elementary school enrollments, we know that the size of future community college student bodies are going to be influenced to some degree by the number of students being served in the public schools. For purposes of this document, private elementary school enrollments are not taken into account. These enrollments are proportionately small, so data from the public sector will suffice to indicate either a steady-state situation, or a growth or decline climate.

In tabulating elementary school enrollments we used Kern and Tulare County Superintendent of Schools Office data and then divided these enrollments up by college service areas. In the case of the Tulare County elementary schools in the Porterville College service area, the data is given in terms of ADA, rather than enrollments as is the case in Kern County. In elementary schools, ADA and enrollments are close to equitable so this should not hinder our analysis. In Table 75, on page 114, elementary school enrollments are shown for the past 13 years in the Bakersfield College and Cerro Coso College service areas. The County Office does not project enrollments, so the best we can do is look at the past and see if observable trends exist.

TABLE 75
KERN COUNTY ELEMENTARY SCHOOL ENROLLMENTS
BAKERSFIELD AND CERRO COSO COLLEGES SERVICE AREAS
1970 - 1982

YEAR	BAKERSFIELD COLLEGE SERVICE AREA	CERRO COSO COLLEGE SERVICE AREA	TOTAL
1970	52,382	9,803	62,185
1971	51,525	9,460	60,985
1972	49,889	9,005	58,894
1973	47,960	8,541	56,501
1974	46,145	8,283	54,428
1975	47,229	8,013	55,242
1976	46,939	7,737	54,676
1977	46,457	7,637	54,094
1978	45,995	7,275	53,811
1979	46,454	7,357	53,811
1980	46,835	7,317	53,852
1981	49,523	7,276	56,799
1982	51,665	7,370	59,035

Data provided by the Kern County Superintendent of Schools Office

It can be seen from Table 75 that from 1970 through 1978 there was a steady decline in elementary school enrollments in the 2 college service areas located in Kern County. By 1982, in the areas served by Bakersfield College, the total enrollments had not quite returned to the 1970 level. In the Cerro Coso service area the decline has stopped by 1982, but the percentage difference from 1970 to 1982 shows a decline of 24.8%, a very significant decrease. This lower number is reflective of the very nearly steady-state population status in eastern Kern County, with a concomitant older population and fewer children. These data seem to corroborate other evidence, previously noted, that the Cerro Coso service area population, elementary and secondary enrollments, and subsequent college enrollments will all experience modest, if any, growth in the next 10-20 years. This forecast will change, of course, if significant changes take place in the magnitude of the two large military operations located in eastern Kern County.

On the other hand, if we look at the Bakersfield College service area elementary school enrollment, we see a "bottoming out" in 1978 and a fairly significant recovery in 1981 and 1982. Although no figures are yet available for 1983, the Bakersfield City School District, the Panama School District, and some others are experiencing growing pains and are planning to expand facilities to accommodate a growing school population. Projections for population growth in the Bakersfield College service area, reflected already in an increase in elementary school enrollments, leads us to conclude that the increase in first and second graders of 1981 and 1982, and subsequently, will swell the Bakersfield College student body in 1990's and beyond.

In the Porterville College service area Table 76 indicates a near "steady-state" situation in elementary school enrollments over the past 12 years. It should be re-stated that these figures are in terms of ADA, not enrollments.

TABLE 76
TULARE COUNTY ELEMENTARY SCHOOL ADA
PORTERVILLE COLLEGE SERVICE AREA
1971 - 1982

YEAR	ADA	% CHANGE
1971	7,974	-
1972	7,825	-
1973	7,660	-
1974	7,696	-
1975	7,614	-
1976	7,556	-
1977	7,441	- 6.7
1978	7,489	-
1979	7,472	-
1980	7,701	-
1981	7,882	-
1982	8,171	+ 6.1

In reviewing this Table we see that the change in enrollment from 1971 to 1982 is +2.5%. A decline took place from 1971 through 1977, but since that date the increase has been steady, and from 1980 through 1982 this increase has amounted to 6.1%. This trend coupled with growth projected for the population of Tulare County in the next 10-20 years leads to a conclusion that the forecast of a substantially larger Porterville College student body by 2000 is reasonable. Here again, other factors mentioned in several sections of this document could bring about an increase, a decline, or a steady-state with respect to the size of the Porterville College student body.

Elementary school enrollments represent another "straw in the wind" that gives us a glimmer of things to come. These data are presented here to help make our picture of external characteristics affecting the colleges of the Kern Community College District more complete.

SECONDARY SCHOOL ENROLLMENTS

As with the treatment of elementary school enrollments, this document focuses on public secondary schools, and the data has been secured from the Kern County and Tulare County Superintendent of Schools Offices. There are a number of both elementary and secondary schools in the private sector in the three college service areas. It could be that the numbers of these institutions and their enrollments are growing as public schools have come under attack recently. However, compared to the public schools, enrollments in private elementary and secondary institutions are minor. In the Bakersfield telephone directory 28 private elementary and secondary schools are listed, many of which are very small, and 21 of which are affiliated with a church or a religion. It may be that the colleges, in developing their educational master plans, will want to take into account enrollments at private secondary schools. However, it should be noted here that efforts on our part to compile enrollments, costs, and curriculums for private elementary and secondary schools in the Bakersfield area yielded sparse data indeed.

Turning to the public sector in secondary education Table 77 summarizes enrollments in public secondary schools in the 2 college service areas of the Kern Community College District located in Kern County.

TABLE 77
KERN COUNTY SECONDARY SCHOOL ENROLLMENTS
BAKERSFIELD AND CERRO COSO COLLEGES SERVICE AREAS
1972 - 1982

YEAR	BAKERSFIELD COLLEGE SERVICE AREA	CERRO COSO COLLEGE SERVICE AREA	TOTAL
1972	27,441*	2,447*	29,888
1973	26,803*	2,385*	29,188
1974	25,018	4,170	29,188
1975	26,556	4,243	30,799
1976	28,037	3,731	31,768
1977	31,898	4,172	36,070
1978	26,795	4,003	30,798
1979	26,444	3,434	29,878
1980	20,154	3,166	23,320
1981	19,854	3,089	22,943
1982	19,514	3,069	22,583

Data provided by the Kern County Superintendent of Schools Office

* Burroughs High School included in Kern High School enrollments. Subsequent to 1973 these enrollments are in the Sierra Sands District and are included in the Cerro Coso College Service Area count.

It can be seen from this Table that during the 1972-82 decade there was a significant decline in secondary school enrollments in Kern County. Initially the figures of the two college service areas are a little blurred because Burroughs High School enrollments were counted in the Bakersfield College service area. Since 1974, the data accurately represents the two college areas. Looking at the total, it can be seen that the decline was 24.4% during the 10-year period! During that same time period total enrollments for the 2 colleges climbed from about 12,000 to 15,000, indicating that college enrollments are not tied linearly to the number of students served by feeder high schools. Suffice it to say that a decline of nearly one-quarter of the secondary school enrollments in a ten-year period causes us to ask questions. The most plausible answer is, of course, the effect of the "baby bust" that followed the "baby boom" of the late 40's and throughout the 50's. Although there is no evidence in Table 77 to indicate that the "bust" is over and that secondary enrollments have "bottomed out", there are preliminary reports from the high schools in the Greater Bakersfield area that for the fall semester, 1983, enrollments are up by about 2.5%.

Looking again at Table 77 and using 1974 as a base year the respective college service area declines in enrollments are Bakersfield College - 22.0% and Cerro Coso College - 26.4%. This difference, although not great, appears once again to confirm previous conclusions in this document that Cerro Coso College enrollments will not keep pace in growth with those of Bakersfield College.

Since colleges are more interested in 12th grade enrollments than total secondary school enrollments it is instructive to examine these for the two college service areas of Kern County being considered. These data appear in Table 78.

TABLE 78
KERN COUNTY SECONDARY SCHOOL SENIORS
BAKERSFIELD AND CERRO COSO COLLEGES SERVICE AREAS
1972 - 1982

YEAR	BAKERSFIELD COLLEGE SERVICE AREA	CERRO COSO COLLEGE SERVICE AREA	TOTAL
1972	4,589*	343*	4,932
1973	4,533*	330*	4,863
1974	3,945	793	4,738
1975	4,004	732	4,736
1976	4,270	705	4,975
1977	4,077	718	4,795
1978	4,134	741	4,875
1979	4,080	717	4,797
1980	4,217	639	4,856
1981	3,840	617	4,457
1982	3,868	658	4,526

Data provided by the Kern County Superintendent of Schools Office

* Burroughs High School included in Kern High School Enrollments

Among seniors the decline in numbers was substantially less than the nearly 25% decline in total secondary school enrollments during this period in Kern County. Using 1974 as a base year for the two colleges, the Bakersfield College service area public school seniors dropped from 3,945 to 3,868—only 2.0%. In the Cerro Coso area, however, the decline was from 793 to 658—a drop of 17.0%. Since enrollments of seniors in 1982 was up slightly in both areas, it may be that in the next 10-20 years we will see growth, however, this increase is more likely to take place in the Bakersfield area than in eastern Kern County.

The Porterville College service area in Tulare County has not been on the same "roller coaster" as Kern County schools with respect to secondary school enrollments. Table 79 illustrates this stability.

TABLE 79
TULARE COUNTY SECONDARY SCHOOL ENROLLMENTS
PORTERVILLE COLLEGE SERVICE AREA
1972 - 1982

YEAR	ENROLLMENTS	% CHANGE
1972	3,022	
1973	3,190	} + 8.4
1974	3,224	
1975	3,277	
1976	3,341	
1977	3,304	} + 1.4
1978	3,410	
1979	3,374	
1980	3,324	
1981	3,206	} - 5.3
1982	3,149	

Data provided by the Tulare County Superintendent of Schools Office
and Porterville College.

In 1972, the high schools in the Porterville College service area enrolled 3,022 students. Ten years later this number was 3,149, an increase of only 4.2%. In between there was growth and decline, but not to any substantial degree. However, since 1978, which was the peak year, the decline has been steady and the percentage decline in this four-year period was 7.7%. If this is, in fact a trend, Porterville College will in the next 10-20 years feel the effect of it.

With respect to seniors in the Porterville College service area Table 80 summarizes the trend from 1972 - 1982.

TABLE 80
TULARE COUNTY SECONDARY SCHOOL SENIORS
PORTERVILLE COLLEGE SERVICE AREA
1972 - 1982

YEAR	SENIORS	% CHANGE
1972	536	-
1973	579	-
1974	568	-
1975	579	+ 8.0
1976	518	-
1977	563	-
1978	631	-
1979	690	-
1980	708	+ 22.3
1981	668	-
1982	661	- 6.6

Data provided by Porterville College

The number of high school graduates in the Porterville College service area actually increased from 1972 through 1975, as illustrated in Table 81. This was an 8% increase, with a drop for one year in 1976 and followed by a steady growth through 1980. The past two years have shown a modest decline in high school seniors. When figures are in for 1983 we will probably see an increase, as experienced in Kern County. Porterville College should be looking toward a stable base of seniors enrolling from their feeder high schools in the next decade and beyond.

Since the Kern Community College District, and more particularly, Bakersfield College enrolls the majority of their high school seniors from the Kern High School District, it is useful to look more intensively at patterns of decline and growth in this District. Table 81 compiles total enrollments and numbers of seniors from 1976-77 to 1982-83, and then projects these numbers for another ten years. In projecting the number of seniors from total enrollments, we used the average percentage of high school seniors comprised in the student body for the previous seven years.

TABLE 81
KERN HIGH SCHOOL DISTRICT ENROLLMENTS
ACTUAL AND PROJECTED
1976 - 1993

YEAR	ENROLLMENT	SENIORS	% SENIORS	PROJECTED ENROLLMENT	PROJECTED SENIORS*
1976-77	18,075	3,880	21.5		
1977-78	18,027	3,852	21.4		
1978-79	17,448	3,780	21.7		
1979-80	17,051	3,858	22.6		
1980-81	16,407	3,798	23.1		
1981-82	15,808	3,591	22.6		
1982-83	15,653	3,475	22.2		
1983-84				15,753	3,497
1984-85				16,129	3,581
1985-86				16,754	3,719
1986-87				17,224	3,824
1987-88				17,243	3,828
1988-89				17,539	3,893
1989-90				18,056	4,008
1990-91				18,591	4,127
1991-92				19,205	4,264
1992-93				19,430	4,313

DATA PROVIDED BY THE KERN HIGH SCHOOL DISTRICT

* Percentage used is average of the preceding 7 years - 22.2%

This Table documents a steady decline in Kern High School District total enrollments from 1976 to 1983. This decrease of 2,422 students represents a 13.4% decline in 7 years. For 1983-84 total enrollments appear to be up by about 400 students which will be a 2.5% increase. While the total student body was declining 13.4%, seniors decreased in number by 405 or 10.4%. The decline was steady, however, with only 1979-80 deviating with an increase.

The proportion of seniors to the total student body in the 7 years noted averaged 22.2%. The fluctuations do not suggest a pattern but, rather, can be accounted for by chance. However, for purposes of projecting the size of future senior classes we used the 22.2% figure as a constant during the subsequent 10 years.

Turning to projected enrollments we see 1983-84 as a turning point with steady growth through the next decade that amounts to 24.1% for both total enrollments and for seniors. Since all of the high schools in the Kern High School District are in the Bakersfield College service area their growth in numbers will, naturally, impact substantially on the college.

As with total enrollments and numbers of seniors, there are no county-wide projections in either county with respect to ethnic composition of the high school student bodies. Again, to give us a glimpse of the future, we turn to numbers provided by the Kern High School District. Table 82 shows the actual ethnic composition of the aggregate student bodies of the Kern High School District for the past five years, and Table 83 notes the District's projected totals with respect to ethnic composition.

TABLE 82
KERN HIGH SCHOOL DISTRICT ENROLLMENT
BY ETHNIC CATEGORY
1978 - 1983

	1978-79		1979-80		1980-81		1981-82		1982-83	
	N	%	N	%	N	%	N	%	N	%
White	11,844	67.9	11,415	66.9	10,903	66.6	10,433	65.7	10,175	65.0
Hispanic	3,758	21.5	3,777	22.1	3,656	22.3	3,534	22.3	3,615	23.1
Black	1,422	8.2	1,452	8.5	1,414	8.6	1,364	8.6	1,263	8.1
Other	416	2.4	432	2.5	403	2.5	537	3.4	600	3.8
TOTAL	17,440		17,067		16,376		15,868		15,653	

Data provided by the Kern High School District

TABLE 83
KERN HIGH SCHOOL DISTRICT ENROLLMENT
PROJECTED ETHNIC DISTRIBUTION
1983 - 1993

	White		Hispanic		Black		Other		Total
	N	%	N	%	N	%	N	%	
1983-84	10,105	64.1	3,725	23.6	1,316	8.4	607	3.9	15,753
1984-85	10,326	64.0	3,827	23.7	1,366	8.5	610	3.8	16,129
1985-86	10,704	63.9	3,989	23.8	1,436	8.6	625	3.7	16,754
1986-87	10,984	63.8	4,117	23.9	1,492	8.7	631	3.7	17,224
1987-88	10,972	63.6	4,128	24.0	1,510	8.8	623	3.6	17,243
1988-89	11,141	63.5	4,226	24.1	1,550	8.8	622	3.5	17,539
1989-90	11,449	63.4	4,367	24.2	1,608	8.9	632	3.5	10,056
1990-91	11,771	63.3	4,515	24.3	1,666	9.0	639	3.4	18,591
1991-92	12,142	63.2	4,683	24.4	1,731	9.0	649	3.4	19,205
1992-93	12,262	63.1	4,759	24.5	1,762	9.1	647	3.3	19,430

% Change 10 years +20.5 +31.6 +39.5 +8.4 +24.1

Data provided by the Kern High School District

For the past five years it can be seen from Table 84 that there has been a small, but steady decline in the numbers and percent of white students enrolled in the Kern High School District. Contrary to popular notion, there has also been a decline in the numbers of Hispanic and Black students. The only category experiencing aggregate growth is among "Other" which probably reflects an in-migration of Southeast Asian people.

Looking ahead ten years, the Kern High School District forecasts a 24.1% increase in the total student body of the District. However, the increase for White students is only 20.5% (a proportional decline) while the increases for Hispanics and Blacks are significantly higher than the aggregate percent increase. The forecast is for a steady-state situation with respect to numbers of "Others".

It is very difficult to forecast ethnic changes in the population. The Kern County Planning Department does not attempt this, although the demographers in that office do compile live birth statistics by ethnic categories. The Kern High School District projections with respect to ethnic groupings is an approximation based on recent experience. Within the next two or three years we will be able to confirm or deny the trends suggested in this tabulation.

Turning to the actual, history of high school seniors attending District colleges in their respective service areas data has been compiled for the last four years. These data show the numbers of seniors by high schools enrolling immediately upon graduation in one of the District's colleges, and the percentage in each instance.

For the Bakersfield College Service Area Table 84 summarizes the recent history of seniors enrolling at the college.

TABLE 84
BAKERSFIELD COLLEGE SERVICE AREA
HIGH SCHOOL GRADUATE ATTENDANCE BY FEEDER HIGH SCHOOLS
1979 - 1982

High Schools	1979 Grads			1980 Grads			1981 Grads			1982 Grads		
	Entering	College	%	Entering	College	%	Entering	College	%	Entering	College	%
	Seniors 1978-79	Fall 1979	Entering College	Seniors 1979-80	Fall 1980	Entering College	Seniors 1980-81	Fall 1981	Entering College	Seniors 1981-82	Fall 1982	Entering College
Arvin	278	60	21.6	252	59	23.4	240	56	23.3	258	58	22.5
Bakersfield	558	183	32.8	546	165	30.2	428	169	39.5	514	162	31.5
Delano	296	89	30.1	285	92	32.3	264	70	26.5	265	47	17.7
East Bakersfield	320	104	32.5	346	72	20.8	236	72	30.5	271	76	28.0
Foothill	334	92	27.5	346	86	24.9	286	101	35.3	310	77	24.8
Garces	97	48	49.5	91	33	36.3	105	38	36.2	114	46	40.3
Highland	355	127	35.8	317	109	34.4	254	101	39.8	292	76	26.0
Horizon	93	9	9.7	55	9	16.4	78	15	19.2	96	16	16.7
Kern Valley	126	17	13.5	121	18	14.9	100	10	10.0	155	24	15.5
McFarland	97	20	20.6	77	27	35.1	67	16	23.9	62	14	22.6
North	473	143	30.2	448	124	27.7	405	147	36.3	448	131	29.2
Shafter	180	65	36.1	226	54	23.9	166	56	33.7	156	37	23.7
South	381	93	24.4	385	105	27.3	301	100	33.2	362	86	23.8
Tehachapi	123	25	20.3	91	19	20.9	119	30	25.2	99	18	18.2
Vista	186	5	2.7	94	13	13.8	283	9	3.2	34	7	20.6
Wasco	159	48	30.2	156	37	23.7	144	40	27.8	117	25	21.4
West	476	148	31.1	472	145	30.7	388	144	37.1	464	120	25.9
TOTAL	4,532	1,276	29.3	4,308	1,167	27.1	3,864	1,174	30.4	4,017	1,020	25.1

Data provided by the Kern Community College District—Data Processing Center

Although there are fluctuations from year-to-year illustrated in Table 84, it is safe to conclude that 25% - 30% of high school seniors in the Bakersfield College Service Area who graduate in June enroll at the college the following fall. There are also, of course, fluctuations in percentages entering college from the various high schools. The high schools located in Bakersfield average about 31%, while the outlying high schools send approximately 23%. The 1982 graduating class appears to be an exception. If it represents the beginning of a trend, Bakersfield College will have to try to determine the reason or reasons for this change. During the years noted, 1979-82, Bakersfield College has made extraordinary efforts to recruit high school seniors from high schools in its service area. It would appear that in spite of this effort, the number of seniors entering the college directly from local high schools has not changed significantly.

During the 1950's and 1960's it was common to say that around 50% of the local high school seniors entered Bakersfield College the semester immediately subsequent to their graduation from high school. In the early 70's a percentage based on data, and not hyperbole, was about 38%. More recently, as we can see from Table 84 this percentage has declined still further. Many factors influence the choice of young people as they graduate from high school. Societal values, economic conditions, parental influence, peer pressures, experience in high school, cost of attending college, two-year versus four-year college attendance, and attractiveness and/or desirability of going to college all influence the 18 year old as he or she makes a judgment regarding the future.

Also, with respect to enrolling at Bakersfield College, seniors in this area have for the past 13 years had the option of attending Cal-State Bakersfield located within easy driving distance and costing not much more than attending a community college. Many people think that Bakersfield College has been significantly affected with respect to enrollments trends because of the presence of Cal-State. Although we do not have data illustrating a trend regarding the enrollment of high school seniors at Cal-State, we do have the numbers for one recent year, 1982. Table 85 notes the 1982 seniors enrolling at Cal-State for the fall quarter 1982.

TABLE 85
CAL-STATE BAKERSFIELD
HIGH SCHOOL ATTENDANCE BY FEEDER HIGH SCHOOL
1981 - 1982

High School	Seniors 1981-82	1982 Grads Entering College Fall 1982	Percentage
Arvin	258	7	2.7%
Bakersfield	514	24	4.7%
Delano	265	7	4.7%
East Bakersfield	271	6	2.2%
Foothill	310	9	2.9%
Garces	114	9	7.9%
Highland	292	6	2.1%
Kern Valley	115	2	1.7%
McFarland	62	1	1.6%
Mojave	81	2	1.7%
North	448	12	2.7%
Shafter	156	3	1.9%
South	362	12	3.3%
Tehachapi	99	2	2.0%
Wasco	117	4	3.4%
West	464	38	8.2%
TOTAL	3,928	144	3.7%

Data provided by the Kern Community College District Data Processing Center

It can be seen from this Table that only 144 seniors enrolled at Cal-State from nearly the same feeder high schools that sent 1,020 students to Bakersfield College. Naturally, other factors than choice intervene since Bakersfield College is an open door college and Cal-State has entrance requirements mandated by the California State Universities and Colleges system. Nevertheless, it seems plain that after 13 years of operation in Bakersfield that Cal-State has not significantly "out-recruited" Bakersfield College in efforts to attract high school seniors.

It is of some interest to note in Table 86, below, that the proportion of immediate high school graduates in the total Bakersfield College students body is not large.

TABLE 86
PERCENTAGE OF IMMEDIATE HIGH SCHOOL GRADUATES
IN THE BAKERSFIELD COLLEGE STUDENT BODY
1979 - 82

Years	Bakersfield College Enrollment	High School Seniors	Percentage
1979	12,210	1,276	10.5
1980	13,031	1,167	9.0
1981	11,750	1,174	10.0
1982	11,145	1,020	9.1

However, these students tend to be day students, enroll in more classes and provide a stable core for baccalaureate level classes and occupational training programs. They also help create a collegiate climate on campus not only through academic endeavors, but also by participation in the various student activity programs. Acquainting high school students with opportunities at the local community college is a serious obligation of each college and is in each college's self interest.

Cerro Coso College draws mainly from five high schools, the nearest and largest being Burroughs High School. Table 87 shows similar data to what has already been presented regarding Bakersfield College.

TABLE 87
CERRO COSO COLLEGE SERVICE AREA
HIGH SCHOOL GRADUATE ATTENDANCE BY FEEDER HIGH SCHOOLS
1979 - 1982

High Schools	1979 Grads			1980 Grads			1981 Grads			1982 Grads		
	Seniors 1978-79	Fall 1979	Entering College %	Seniors 1979-80	Fall 1980	Entering College %	Seniors 1980-81	Fall 1981	Entering College %	Seniors 1981-82	Fall 1982	Entering College %
Burroughs	398	126	31.7	358	118	33.0	317	81	25.6	290	101	34.8
Desert	91	9	9.9	109	3	2.8	79	2	2.5	74	6	8.1
Mesquite	10	3	30.0	10	7	70.0	20	6	30.0	10	5	50.0
Mojave	116	0	0.0	116	8	6.9	89	1	1.1	81	2	2.5
Trona	62	10	16.1	46	4	8.7	53	5	9.4	55	3	5.5
TOTAL	677	148	21.9	639	140	21.9	558	95	17.0	510	117	22.9

Data provided by the Kern Community College District
Data Processing Center

It can be seen from this table that Cerro Coso is largely dependent on Burroughs High School for seniors entering college immediately upon high school graduation. The percentages enrolling from Burroughs are similar to the city high school seniors in Bakersfield enrolling at Bakersfield College. In these statistics it is probably unfair to include Mojave High School seniors in the aggregate. Mojave seniors also do not enroll at Bakersfield College to any substantial degree. In 1982, the total student body at Cerro Coso College numbered 3,945, so the proportion of seniors (3.0%) was so low as to confirm Cerro Coso's dependence on enrolling large numbers of adults from its immediate drawing area.

At Porterville College there are two major feeder high schools, Porterville and Monache; one that sends 10-20 seniors, Strathmore, and one that sends only a few. From the two high school located in Porterville it can be seen from Table 88 that the percentages of seniors enrolling immediately at Porterville College is higher than in the Bakersfield College service area. As noted before, 1982 seems to be an exceptional year, but it is noteworthy that Porterville College attracts about 40% of the seniors from Porterville and Monache High Schools.

TABLE 88
PORTERVILLE COLLEGE SERVICE AREA
HIGH SCHOOL GRADUATE ATTENDANCE BY FEEDER HIGH SCHOOLS
1979 - 1982

High Schools	1979 Grads Entering College %			1980 Grads Entering College %			1981 Grads Entering College %			1982 Grads Entering College %		
	Seniors 1978-79	Fall 1979	Entering College	Seniors 1979-80	Fall 1980	Entering College	Seniors 1980-81	Fall 1981	Entering College	Seniors 1981-82	Fall 1982	Entering College
Lindsay	110	3	2.7	92	6	6.5	94	11	6.0	96	2	2.1
Monache	265	88	33.2	272	91	33.5	289	108	37.4	290	110	37.9
Porterville	323	152	47.1	273	139	50.9	309	126	40.8	316	99	31.3
Strathmore	<u>66</u>	<u>21</u>	<u>31.8</u>	<u>81</u>	<u>18</u>	<u>22.2</u>	<u>74</u>	<u>20</u>	<u>27.0</u>	<u>56</u>	<u>10</u>	<u>17.9</u>
TOTAL	764	264	34.6	718	254	35.4	766	265	34.6	758	221	29.2

Data provided by the Kern Community College District
Data Processing Center

Before leaving the subject of high school enrollments and seniors enrolling at community colleges, it seems pertinent to ask what the 70%+ high school seniors do upon graduation who do not enroll in community colleges. Locally, we see that 3.7 of Bakersfield seniors enroll at Cal-State. We don't know how many enroll at other institutions in the California State Universities and Colleges system or who matriculate to a campus of the University of California. In addition, a few probably enroll at private colleges and universities. However, if only 3.7% enroll at the local state college, it seems reasonable to conclude that the total numbers enrolling in four-year colleges and universities are not substantial.

Another educational delivery system in the public sector is the adult high school. For purposes of this document we concentrated on the Bakersfield Adult School operated by the Kern High School District. Adult education, as defined by the State, is also carried on by the Sierra Sands High School District and the Porterville Union High School District. However, these operations are very small and the Bakersfield Adult School will suffice to illustrate the type of offerings and the number of people enrolled. We were able to secure comparable data from the Bakersfield Adult School for the years 1974-79. Later enrollments are reported in a much less specific manner so we concentrated on the years noted. These data are summarized in Table 89.

TABLE 89
KERN HIGH SCHOOL DISTRICT
BAKERSFIELD ADULT SCHOOL—CLASS ENROLLMENTS
1975 - 1979

Class	1974-75	1975-76	1976-77	1977-78	1978-79
Adult Basic Education	1,705	2,164	1,950	1,781	1,831
English and Speech	1,287	1,140	1,192	1,009	783
Foreign Language	268	264	243	173	198
Mathematics	1,098	1,051	777	482	337
Science	388	399	398	372	311
Social Science	2,207	1,924	1,130	1,114	952
Americanization	51	33	41	37	93
Business Education	2,684	2,791	2,963	2,809	2,845
Fine Arts and Music	832	973	860	2,434	85
Homemaking	768	852	968	841	384
Parent Education	-0-	-0-	-0-	750	-0-
Industrial Education & Agriculture	1,824	1,759	2,275	2,970	2,125
Civic Education*	2,472	6,718	8,849	12,041	15,851
Crafts & Decorative Arts	1,106	1,045	1,482	2,201	-0-
Health and Physical Education	2,326	2,155	2,585	2,514	1,358
Forum & Lecture Series	2,849	3,086	2,471	2,640	2,282
TOTAL	21,865	26,354	28,184	34,069	29,435

Data provided by Bakersfield Adult School of the
Kern High School District

This Table shows some growth in total enrollments over the past five years. However, more remarkable is the decline in enrollments in basic skills classes such as English and mathematics, and the enormous growth in numbers enrolling in Civic Education. Table 90 shows the offerings subsumed under Civic Education.

TABLE 90
KERN HIGH SCHOOL DISTRICT
BAKERSFIELD ADULT SCHOOL
ENROLLMENTS IN CIVIC EDUCATION
1974 - 1979

Class	1974-75	1975-76	1976-77	1977-78	1978-79
Civic Education & Library Training	494	595	1,051	1,510	1,305
Safety Education	64	107	35	17	465
Classes for Handicapped Adults	533	639	465	958	2,243
Gerontology	771	2,058	4,110	4,180	4,271
Driver Education	<u>610</u>	<u>3,319</u>	<u>3,188</u>	<u>5,376</u>	<u>7,567</u>
TOTAL	2,472	6,718	8,849	12,041	15,851

Data provided by the Bakersfield Adult School of the
Kern High School District

It can be seen from this Table that all five categories show substantial increases, but that Gerontology and Driver Education account for the dramatic increases. The jump in Driver Education enrollments probably reflects some change in public policy. The 454% increase in gerontology enrollments reflects a new commitment to serve senior citizens. For the total enrollments in Civic Education to increase by 541% appears to reflect a change in emphasis over the five years noted. It will be interesting to determine whether or not this trend is continuing in 1983-84.

For years there has been a state-wide debate, not to say dispute, regarding the duplication of effort of adult schools and community colleges. The State has devised all kinds of strategies, including the enormously wasteful Regional Advisory Vocational Education Councils, to try to eliminate "unnecessary duplication." Locally, there have been informal efforts on the part of the Bakersfield Adult School and Bakersfield College to coordinate programs and offerings. There is still some duplication, and there may be even less communication following the demise of the Regional Advisory Vocational Education Council.

It is of some interest to contemplate what enrollments in the local adult schools would be if, in fact, the Kern Community College District adopted and enforced admission standards relating to reading, writing, and computing. Under those circumstances people over 18 years of age who could not pass the entrance requirements would have only one avenue left open to them in the public sector for remedying their educational deficiencies. The adult schools would have to assume this responsibility which, depending on the admission standards set could become a major shift in the curriculum offered.

CALIFORNIA STATE COLLEGE, BAKERSFIELD

After many years of consideration and negotiation the State Legislature authorized the establishment of California State College, Bakersfield, in July 1965. The college opened for instruction in the fall of 1970, and is now in its 13th year of operation.

Currently the college is organized into three Schools and one Division as follows:

School of Arts and Sciences
School of Business and Public Administration
School of Education
Division of General Studies

In the Spring of 1983, the college enrolled 2,119 undergraduates and 1,018 graduate students for a total of 3,137.

As this document focuses on the curriculum and services of the Kern Community College District, it is important to review the impact of the establishment and development of Cal-State, Bakersfield. Prior to 1970, whenever anyone in Bakersfield spoke of "the college" the reference was always to Bakersfield College. Since 1970, the two colleges have had to share the stage of higher education in the immediate area. It is important, then, to look at the history of enrollments at Cal-State as we try to anticipate the developments of the next 10-20 years.

In Table 91 we have compiled the undergraduate and graduate enrollments for the fall quarters of the years 1971 - 1982.

TABLE 91
CALIFORNIA STATE COLLEGE, BAKERSFIELD
UNDERGRADUATE AND GRADUATE ENROLLMENTS
FALL 1971 - 1982

Year	Undergraduate	Graduate	Total
1971	1,489	286	1,775
1972	1,903	422	2,325
1973	2,092	666	2,758
1974	2,089	806	2,895
1975	2,170	885	3,055
1976	2,176	879	3,055
1977	2,236	994	3,230
1978	2,218	889	3,107
1979	2,260	828	3,088
1980	2,246	907	3,153
1981	2,389	1,011	3,400
1982	2,328	1,066	3,334

In the aggregate, over a 12-year period it can be seen that the college has grown by 87.8%. However, since 1975 this growth has amounted to 9.1% or about 1.3% a year. If we look at the undergraduate enrollment we see a total growth of 56.3% in 12 years, and since 1975 an increase of 7.2%. Similar figures for graduate students are 272.7% for total growth, and 20.5% since 1975.

It can be seen from this tabulation that Cal-State has had modest growth for a new college, and that since 1975 the size of enrollment has almost been "steady state".

Since it is frequently alleged that the opening of Cal-State seriously affected enrollments at Bakersfield College, it is useful to examine lower division enrollments for the same twelve-year period.

TABLE 92
CALIFORNIA STATE COLLEGE, BAKERSFIELD
LOWER DIVISION ENROLLMENTS
FALL 1971 - 1982

Year	Freshman	Sophmores	Total
1971	318	200	518
1972	355	281	636
1973	407	297	704
1974	424	347	771
1975	432	382	814
1976	440	372	812
1977	467	355	822
1978	480	366	846
1979	565	359	924
1980	488	433	921
1981	511	482	993
1982	497	426	923

Aggregate growth in lower division enrollments show a 78.2% increase during the 12 years noted. Since 1975 this growth percentage is 13.4% or 1.9% per year. Freshmen increased 56.3% while sophomore enrollments grew by 113%. Since 1975 these percentages are respectively 15.0% and 11.5%.

There is no doubt that lower division enrollments at Cal-State, Bakersfield have had some impact on the enrollments of baccalaureate level students at Bakersfield College. On the other hand, the presence locally of a college offering baccalaureate and graduate degrees must mean that more students are attracted to Bakersfield College for lower division programs with the intent of transferring to Cal-State to complete their academic work. This is borne out by the larger numbers of students enrolled at Cal-State who have previously been enrolled at Bakersfield College.

The ideal would be that the two colleges would form a partnership in higher education, supplement each other's programs, and develop comprehensive articulation agreements that would facilitate the movement of students from the community college level to the state college level. To the degree that this has not been done the administrations and the faculties of the two colleges are at fault.

It is also of interest in rounding out the educational picture on the local scene to note full-time and part-time proportions of the Cal-State student body. These figures are shown for both undergraduate and graduate students in Table 93.

TABLE 93
CALIFORNIA STATE COLLEGE, BAKERSFIELD
FULL-TIME/PART-TIME ENROLLMENTS
FALL 1971 - 1982

Year	Undergraduate				Graduate			
	Full-time	%	Part-time	%	Full-time	%	Part-time	%
1971	616	76.6	188	23.4	69	24.1	217	75.9
1972	1,407	73.9	496	26.1	81	19.2	341	80.8
1973	1,547	73.9	545	26.1	164	24.6	502	75.4
1974	1,496	71.6	593	28.4	143	17.7	663	82.3
1975	1,502	69.2	668	30.8	149	16.8	736	83.2
1976	1,510	69.4	666	30.6	134	15.2	745	84.8
1977	1,492	66.7	744	33.3	142	14.3	852	85.7
1978	1,444	65.1	774	34.9	133	15.0	756	85.0
1979	Not shown as full-time and part-time							
1980	1,509	67.2	737	32.8	121	13.3	786	86.7
1981	Not shown as full-time and part-time							
1982	Not shown as full-time and part-time							

In both undergraduate and graduate categories there has been a steady growth in the percentage of part-time students enrolled at Cal-State. This is markedly true with respect to graduate students with about 85% of them enrolled on a part-time basis.

The major conclusion regarding the establishment and development of Cal-State, Bakersfield is that this college is of crucial importance to local people who either want, or are forced by circumstances, to complete their baccalaureate training without moving. Since a very substantial number of students at Cal-State, Bakersfield have formerly been students at Bakersfield College it is apparant that the ladder of higher education in Kern County is in operation.

PROPRIETARY SCHOOLS

To determine the number and type of proprietary schools and the size of their enrollments, we contacted, or tried to contact, the 15 proprietary schools that are listed in the yellow pages in the Bakersfield Telephone Directory. No effort was made to make the same survey in the service areas of Porterville College and Cerro Coso College.

The results of our survey are discouraging since most of the institutions provided no information over the telephone, but promised to send a written statement. Follow-up calls were made, but the data we have is sketchy, and does not give a comprehensive picture of the magnitude of proprietary school services, their curriculums, or their cost.

With this caveat in mind, an effort will be made here to describe the various schools in the greater Bakersfield area. We divided the schools into three categories as follows:

Business and Secretarial
Industrial and Technical
Medical/Dental

In the first category, Business and Secretarial, six schools are listed in the telephone directory. Noted below are the names of these schools and whatever information we have concerning them.

Accelerated Schools

This is not a college, but rather an agency that provides the service of administering tests for contractor and real estate licenses.

California Technical College--Delano

Numerous contacts produced no information on this school.

Galen College of California

This school was opened for enrollment in Bakersfield in June, 1983. In a communication dated September 16, 1983 the Director reports that Galen College anticipates serving 150 students a day.

Programs at this college are Secretary/Word Processor, Medical Assistant, and Registered Dental Assistant. These are short-term programs of about six months with a one month "externship" required. Daily classes are from three to four hours in duration. The cost for these short-term programs is approximately \$3,000.

The Medical Assistant Program requires 640 hours, the Registered Dental Assistant Program 560 hours and the Secretary/Word Processing Program 675 hours.

These are programs designed to develop specific skills, with very little attempt to include general education.

Lufkins Business College

The only information provided by Lufkins was that from July 1982 to June 1983 the college "had a total of 125 students enrolled." It is assumed that Lufkins offers skill courses in office practice and business procedures.

Pacific Career College

This college offers courses in Court Reporting, Computer Programming and Word Processing. No information was provided about the length of these courses nor the number of students enrolled. Tuition fees average about \$3,300 which we assumed to be for a full-time student for six months.

Santa Barbara Business College

This college is part of a larger institution with headquarters in Santa Barbara, and another campus in Santa Maria. Established in Bakersfield in July, 1982, the college reports 269 enrollments during its first year of operation. Fees for enrollment in a full program of courses average \$3,900. Programs are 6-10 months in duration and concentrate on Secretarial Sciences, Accounting and Business Administration.

The second category of proprietary schools is Industrial and Technical, numbering three. Noted below are the names of these schools and brief information regarding each.

Lyle's College of Beauty

This school offers training leading to licensure in cosmetology. The training period is 1,600 hours with tuition set at \$1,300 - \$1,500. Bakersfield College is familiar with all aspects of this school since the college contracts with this institution to provide training in cosmetology.

Federico's Kern County College of Beauty

(See Lyle's College of Beauty, above, for brief details.)

Oilfield Training School

(Telephone number disconnected.)

It can be seen that one of these three schools is defunct and the other two are affiliated with Bakersfield College.

In the third category, Medical Dental Assisting, Galen College has already been noted, and the 2 other are cited on page 134.

A.R. Dental Education

(A recorder answers the telephone and the recording gives no number to receive further information.)

San Joaquin Valley College of Medical Dental Careers

This school also has a campus in Visalia. As the name implies the curriculum is limited to Medical Assisting, Dental Assisting and Medical Transcription. This institution was established in Bakersfield in November, 1981, with 12 students enrolled in Medical Assisting. The student body currently numbers 100 enrolled in the 3 programs. Medical Assisting and Dental Assisting call for 640 hours of instruction apiece. Medical Transcription is a 500-hour program. Tuition for these programs average \$3,500.

In summary it seems fair to say that proprietary schools in this area do not enroll large numbers of students, are limited in curriculum offering, and have, mainly, come on the scene only recently.

The advantages of these institutions are the short-term nature of their programs and the effort made to tailor the curriculum to the needs of business, industry and the medical profession. Major disadvantages include cost and the fact that very little effort is made by these schools to provide general education offerings.

The colleges of the Kern Community College District should become acquainted with the curriculums offered by these institutions, as well as length of programs and tuition fees. We probably can learn from these proprietary schools in the area of packaging our offerings to provide specific skills for job entry.

QUESTIONS

- (1) Have elementary and secondary school enrollments "bottomed-out" as recent data suggest?
- (2) Do school enrollments in the Cerro Coso service area confirm a "steady-state" population in Eastern Kern County?
- (3) Are college programs in place to establish and maintain effective liaison with feeder high schools working?
- (4) Do ethnic enrollment data from the high schools suggest any changes in recruiting, curriculum, or services?
- (5) Is the fact that less than one-third of graduating high school senior enroll immediately in one of the colleges of the District a serious concern?
- (6) Is liaison with the Bakersfield Adult School cooperative and productive?

- (7) Considering the curricular offerings of the Bakersfield Adult School, should more applicants for admission to Bakersfield College be referred to the Adult School?
- (8) Do the colleges of the District have an effective and productive relationship with Cal-State, Bakersfield?
- (9) Are appropriate articulation agreements with Cal-State in place and functioning?
- (10) With respect to proprietary schools are the colleges of the District fully informed regarding the offerings, services, costs and enrollments of this type of school in their respective areas?

CONCLUSIONS

- (1) Elementary school enrollment data together with previously noted demographic statistics leads to the conclusion that the population base in the Cerro Coso service area will not keep pace with county-wide rate of increase.
- (2) In all probability high school enrollments in the Kern Community College District service area have "bottomed-out" and will be on the increase for the next 10-20 years.
- (3) The projected increase in Hispanic enrollments in the high schools of Kern and Tulare Counties will influence the size and composition of the student bodies at Bakersfield College and Porterville College.
- (4) The rate of attendance of high school graduates at the colleges of the District in the immediately succeeding semester after graduation has dropped to a level of about 25%.
- (5) The drop in enrollments referred to in number four, above, cannot be accounted for by enrollments of freshmen at Cal-State, Bakersfield.
- (6) The Bakersfield Adult School curriculum and enrollments have shifted, in recent years to serve many, many more people in "civic education", and proportionately fewer in basic skills.
- (7) Enrollments of Cal-State, Bakersfield have leveled off in the past five years.
- (8) Proprietary schools play a minor role in Kern County in educating adults.

RECOMMENDATIONS

- (1) The colleges and their feeder high schools should develop a system of curricular review so that both institutions understand each other's offerings. This type of communication has to include faculty-to-faculty participation.
- (2) Much stronger liaison programs should be developed with high schools in the Kern Community College District. The colleges of the District should develop liaison programs designed to attract more high school graduates from the top 50% of the graduating class.

- (3) Bakersfield College and Porterville College will have to consider adjustments to curriculums and services in response to a growing Hispanic population.
- (4) Closer working relationships should be developed with adult high schools in the Kern Community College District. This will be particularly important if the District imposes more rigorous admission policies.
- (5) The new administrations at Bakersfield College and Cal-State, Bakersfield should cooperate more fully with respect to recruitment efforts, and should develop specific, course-by-course articulation agreements.
- (6) The colleges of the District should keep themselves better informed regarding curriculums, costs, and recruiting efforts of proprietary schools.

CHAPTER XI
ECONOMIC FACTORS

INTRODUCTION

Colleges do not exist in a vacuum. They are part of the total society, and are affected by forces that impact on that society. Among these forces, of course, are economic factors that affect the mission, support and functioning of educational institutions, including the three college of the Kern Community College District.

In an earlier section detailed references were made to demography. Particular attention was paid to birth rates, in-migration, population growth, population forecasts, populations served by the colleges of the District, and concomitant enrollment forecasts based on population trends, and past history of service. In a separate section we looked at another phase of demography as an attempt was made to analyze and report on elementary and secondary school enrollment trends. Taken together, these two related elements provide a powerful thrust that inevitably impacts on the size and composition of community college student bodies, and also on the curriculums and services to be offered.

So--in any consideration of economic factors we first consider the aggregate numbers who conceivably are to be served, and the needs of these people for education and training beyond high school. As the title of this document implies the major questions to be answered are "Who shall be served?, and What shall be taught?"

When we consider "What shall be taught?", we naturally take into account the desires and needs expressed by those who enroll. There is a personal side to the equation. As indicated before in this document, the people who choose to enroll at community colleges have a wide ranging spectrum of purposes in mind. A very large number express an interest in baccalaureate level training. As we have seen, two-thirds of the seats taken at our colleges are in baccalaureate classes. It has to be borne in mind that a very large percentage of baccalaureate classes are preparatory not only for transfer to a four-year college, but also for employment. Most students who enroll in college do so, not out of the love for learning, or for the ideal of becoming an educated person, but, rather, so they can qualify for a job, or get promoted, or change jobs, i.e., their purposes are occupationally related. Even medical students are in training to get a job. This is not to decry the values of general education, but rather to say that economic factors related to the job market have to be taken into account when colleges try to answer the question, "What shall be taught?". We have all read about "The Saber Toothed Curriculum" where skills in dealing with saber toothed tigers were still taught long after this species became extinct. Naturally, we do not want this kind of a curricular program. To be geared into reality in the world outside the groves of academe we must take into account economic factors that relate to the world of work as we plan our curriculums for the future.

A PARTNERSHIP

Toffler suggests that moving beyond the agriculture and industrial revolutions we are entering an era of an information based society, ruled by high technology and based on the compiling and retrieving of enormous mountains of information. Computer assisted design and computer assisted manufacturing are finding their way into college curriculums. Robotics is probably not very far behind, and, of course, supporting these kinds of efforts would be basic courses in science, mathematics, technology, and computers.

So--the use of high technology by business and industry thrusts the colleges into curricular changes that are designed to prepare students to take their places in an economic world that is in revolutionary transition to a new level. These forces impact on the old assembly line of the industrial society, on the way business offices and financial houses are organized and operated, and on public policy related to competing on the international stage. If, in fact, this kind of a revolution is taking place, how might community colleges respond? A number of suggestions abound in the literature on this subject. A few of these are noted below:

- (1) Get serious about the establishment and promotion of an operational partnership of business, industry, and the college. Advisory committees paid lip-service to this need, but their effectiveness has been called into question many times. Now we see the establishment of Private Industry Councils in California which are legitimized by law, and which may, if proposed legislation is enacted, pre-empt the power of local boards of trustees to act on courses and expenditures related to occupational programs. The presence of Private Industry Councils grows out of public policy on the part of both the federal and state governments, which in turn reflects dissatisfaction with curriculum, course content, and the preparation of students to take their places in the changing world of business and industry. Official perception seems to be that colleges are not in synch with the personnel needs of employers. Whether or not this is an accurate perception begins to be irrelevant in the face of enacted legislation.
- (2) Devise and establish a system of on-going review of current occupational curriculums, and confront the need for amendments, deletions, and additions. This is easy for employers to say, and even easier to write down, but in a system not noted for flexibility by virtue of state mandates, lack of equipment budgets, tenure provisions, collective bargaining agreements and facility restrictions, the colleges find it extremely difficult to make changes that they know should be made. To be able to respond quickly to the needs of business and industry, the entire system under which community colleges operate would have to be over-hauled. However, for purposes of long range planning, the admonition to engage in on-going needs assessment and concomitant curricular change is sound, has survival value, and can be used as a force, not just to change the curriculum, but also to revise the ground-rules under which community colleges operate.

- (3) Build programs that respond to job entry, re-training, and in-service requirement of employers in business and industry in the late 20th century and beyond. This, of course, relates to, and somewhat re-iterates what has been said in #2, on page 138. It goes without saying that this would be very difficult to accomplish without being in close contact with the people in the economic world who can accurately describe their needs. It is an established fact that going beyond job-entry skills, the average worker changes jobs a number of times during his/her productive years. Jobs change, demands change, and people change. Ergo—the need for re-training, in-service training, changing jobs, seeking promotions and all the other factors that lead to continuing education. Colleges cannot decide on curricular changes in a vacuum. A comprehensive and careful exchange of information between the college staff and personnel in business and industry is required.
- (4) Devise and implement a plan to integrate the teaching staffs in the area of occupational programs with their counterparts in the related business or industry. Nursing instructors commonly spend some time working as professionals in hospitals. It is difficult to cite similar examples across-the-board in other training programs. No doubt, there is some integration going on, but evidence suggests that more needs to be done in fostering the kinds of experiences that keep teachers current. And in this regard, the private sector has its responsibilities, as well as the colleges. It may be in the interest of hospitals to employ teaching faculty. But how many other private enterprise operations open their arms and their pocketbooks in the interest of helping teachers stay current in their respective fields?
- (5) Do not neglect general education including communication skills, the arts, history, government and some understanding of the ways of people. Almost every study we see related to effectiveness on the job ranks these other factors ahead of specific job skills. Yet students continue to come to our colleges saying they want to learn a job entry skill so long as they don't have to take English. Perhaps the colleges some day will find themselves with enough backing and enough internal conviction to say to these students in a unified voice, not to say chorus, that general education is more important than **learning** a specific skill, that both are better than either one, and that if they don't believe the college, ask employers.

TRAINING FOR WHAT?

It is interesting, and perhaps necessary, to speculate on the **next** 10-20 years. In the literature, these reflections range from ominous predictions of **apocalypse** to rosy forecasts of full employment in a world of high technology. For purposes of long range planning it is important that we not delude **ourselves** into thinking that: (1) the current state of affairs will continue, (2) there will mainly be a need only for unskilled workers, or (3) we are entering an upward spiral of insatiable need for college graduates. Reality is somewhere along this spectrum, and the colleges will have to be very thorough, and somewhat cautious, as they look at the employment market demands and try to respond with curricular **programs** to satisfy those demands.

A researcher at Stanford, Russel W. Rumberger, in a report entitled "The Job Market for College Graduates" concludes that the training of college graduates has outstripped their labor market opportunities. An AFL-CIO study entitled "The Future of Work" focuses on the realities of job loss in the United States, and points out that the jobs that are disappearing are mainly semi-skilled, skilled, and technological in nature. Both reports emphasize that the new jobs will be in the low paying service sector. They mention janitors, sales clerks, hospitals orderlies, and fast food workers, and they cast doubt on the commonly held point of view that high technology will foster the growth of jobs in technically related fields.

On the other hand, in U.S. News and World Report's Golden Anniversary Issue of May, 1983, there are a number of articles that are much more optimistic than Rumberger about future job markets. These reports agree that fewer workers will be employed in the so called "smokestack" industries, i.e., steel, auto, textiles and others, but, that huge numbers will earn their living producing new generations of electronic machines, and "by providing a proliferating array of information, advice, and services to society."

According to many economists and industrial executives quoted in these articles we are entering the "Information Age", technically trained people will be in demand, unemployment will be down, and menial production tasks will be ceded to other countries. This is a rosy picture, quite at odds with what a number of other "experts" are predicting for the next 20 years and on into the 21st century. In this regard it is interesting to note United States News and World Reports' conclusions on "New jobs created by the year 2000". These are listed below:

TABLE 94
OCCUPATIONS FOR THE FUTURE

<u>New Jobs Created by Year 2000</u>	
Telemarketing (Sales workers)	8,000,000
CAD/CAM workers (computer-aided designed and manufacturing)	1,220,000
Software writers	1,000,800
Geriatric social workers	600,000
Housing-rehabilitation workers	490,000
Energy, conservation technicians	400,000
Emergency medical technicians	375,000
Gerontological aides	300,000
Hazardous-waste technicians	300,000
Energy auditors	180,000
Battery technicians	160,000
Technical aides for handicapped	120,000
Emission technologist	105,000
Radiation-therapy technicians	100,000
Respiratory therapists	100,000
Biomedical/electronic technicians	90,000
Technicians for handicapped	80,000
Nuclear-medical technicians	75,000
Industrial-hygiene technicians	70,000
Bionic-implant technicians	65,000
Radiological technicians	65,000
Implant technicians	50,000
Dialysis technicians	30,000

USN&WR--Basic data: Forecasting International, Arlington, VA

It can be seen from this list that very few of these jobs are in production, and a great many of them are service oriented, particularly health related services. This same article predicts that:

- More women and older workers will be on the job.
- Career changes will become more frequent.
- Training and re-training will be a life-long process.
- Many people will work at home.
- Unemployment will remain a problem, particularly among the uneducated.

According to this article manufacturing jobs accounted for 24% of the labor force in 1980, but by 2000 this will be down to 11%. Jobs in agriculture will decline from 4% to 3% while service employment will increase from 62% to 86%. If this forecast comes true we will, by 2000 and beyond, literally be "taking in each other's laundry."

Prudence dictates that we look carefully at such forecasts, raise questions, doubt a little, and not go overboard. However, even if we take a conservative stance, it seems plain that an enormous cadre of workers will have to be trained for the "new society," and that almost all of them will have to be re-trained at least once in their working lives. To the degree that this is true, colleges, and particularly community colleges will have to gear up to provide the training programs, offer these programs at times and places that will accomodate people in the field, and re-emphasize their commitment to continuing education. This is an enormous task, an awesome responsibility, and one that colleges have not addressed in a comprehensive, long range mode. Response has been piecemeal as a result of pressures, and as a result we have a collage of training programs some of which are current, some which are obsolete, and a few of which look to a revolutionary future. Onto this scene stride the critics in government, business, industry, and education who would impose upon us a different delivery system for occupational education. This raises an interesting question to be addressed next.

WHO WILL DO THE TRAINING?

For purposes of this document it is acknowledged that, particularly in California, we have in the University of California and the California State Colleges and Universities System ample opportunity and resources to train people at the professional level. Whether or not these two systems are responsive enough to a changing society is another question that we leave to the Board of Regents and the Trustees of the State Colleges and Universities. It is pertinent to note, however, that the California Postsecondary Education Commission and the Legislature are not inventing new ways to try to coordinate and control the other two sectors of public postsecondary education as they almost continuously do with the community colleges. Perhaps it is the mystique of the word "university" that gives them pause. Almost certainly, these two other segments of public higher education in California can be faulted with respect to the relevance of their training programs. Almost no training institution can be so organized as to deliver trained personnel that exactly fit the current needs of society. The University of California and the California State Colleges and Universities are no exceptions.

However, this document concerns itself mainly with long range planning for the colleges of the Kern Community College District at a time when the mission of community colleges in California is being re-examined and subjected to scrutiny, and control is shifting from local boards to state coordinating groups. So--the question to be addressed in this section is "who will do the training"? Or--phrased differently "what role will community colleges play in training tomorrow's workers?"

The new mood in official Washington and Sacramento seems to be that public sector education, left mainly in the control of local hands, has not done the job of adequately preparing large numbers of people for the changing needs of the labor market. Through the Job Training Partnership Act the Feds have said, in effect, that Private Industry Councils will decide who shall do the training based on "demonstrated performance". By this latter term, applied to adults, is meant success in placing people in unsubsidized employment, and the degree to which these people are retained on the job. It is true that the Job Training Partnership Act is currently only related to federally sponsored and supported programs that amount to about \$160,000,000 annually in California. However, legislation under consideration in California would put all occupational training programs under the control of Private Industry Councils, where it is reasonable to suppose that the only tests of effectiveness will be job placement and persistence. It will be easy for people to agree that these two tests are germane to training programs. It will be more difficult for society to remember that education is many faceted, and that other factors relating to the values of general education should also be taken into account when decisions are made regarding the viability of programs.

The establishment of the Job Training Partnership Act, and the intention, on the part of some, to extend the principles embodied in this Act to all of occupational education in California seems to be a shadow that may be the harbinger of things to come. At this juncture perhaps the community colleges in California should be thinking in terms of qualifying to be a "service delivery area" under the Job Training Partnership Act, and short of that, making certain that they have a voice or voices on the Private Industry Councils. In the past, it has always been assumed that in the technical or skilled trade levels, as distinguished from the professional level, community colleges would be the delivery system. Now, this assumption is being called into question and Private Industry Councils can turn to any provider who, in Private Industry Councils' judgment has "demonstrated performance" i.e., has a good job placement record. It is reported in the literature on this topic that proprietary schools can probably demonstrate that they are more effective than the public sector when the single test of effectiveness is "placing students in unsubsidized employment." We have seen earlier in this document that our colleges do not keep a very good record of their placements. On the other hand, proprietary schools spend a great deal of time and substantial resources in following and reporting on their graduates. This is, after all, their bread and butter.

So, in postsecondary education, exclusive of the baccalaureate level, there are proprietary schools, adult high schools, and community colleges that have the capabilities, to provide training programs in occupational education. The community colleges are more comprehensive, better equipped, staffed with professionals, housed in superior facilities, and have a history of meeting this need effectively. Proprietary schools are more flexible and pay more attention to placement. The adult high schools, by-and-large do not claim to offer comprehensive, technically oriented occupational programs.

In answer to the question, "Who will do the training?", the answer most logically and from a societal viewpoint should be the community colleges. However, there are concerns and there are questions related to the circumstances under which this training shall be offered. These will be addressed later in this chapter.

LOCAL ECONOMIC FORCES

Economic forces at work locally are about as unpredictable as on the national scene. The best we can do is to review the most recent documents published by the Employment Development Department of the State of California, the Kern County Board of Trade, the Greater Bakersfield Chamber of Commerce and the Tulare County Chamber of Commerce to see if out of these publications we can get a glimpse of the economic outlook for the next 10-20 years and beyond.

CALIFORNIA

The Employment Development Department of the State of California publishes a document entitled "Annual Planning Information," the latest being 1983-84. In this document it is noted that there are signs that the state is emerging from the recession. However, it is noted that unemployment is still a problem (9.9%), and that employment is only up about one-half of 1% in the last year.

For 1983-84, it is predicted that the state's labor force will expand, employment will be up, and unemployment will remain at about the 10% level. This picture is not unlike the forecast of the U.S. Department of Commerce for modest improvement on the national economic scene.

More specifically, the Employment Development Department looks for modest growth in construction, marginal expansion of manufacturing, robust growth in transportation and public utilities, expanding markets in trade, considerable growth in finance, insurance and real estate, continuing growth in service industries, and a contraction of government employment. The Employment Development Department then goes on to make some predictions about employment opportunities for the near future, i.e., 1983-84. Emphasized in these forecasts are a number of relatively unskilled occupations such as cooks, guards, and waiters/waitresses. In addition it is noted that secretaries and word processing technicians will be in demand as well as LVN's, computer programmers and systems analysts. Opportunities for accountants and people trained in microprocessing and digital circuitry will be moderate according to the Employment Development Department. In the world of computers "canned software" seems to be diminishing the need for engineering and scientific programmers.

The following Figures 18-29 depict historical trends in California non-agricultural employment in the eleven subdivisions that the Employment Development Department uses to describe economic activities and employment opportunities.

FIGURE 18

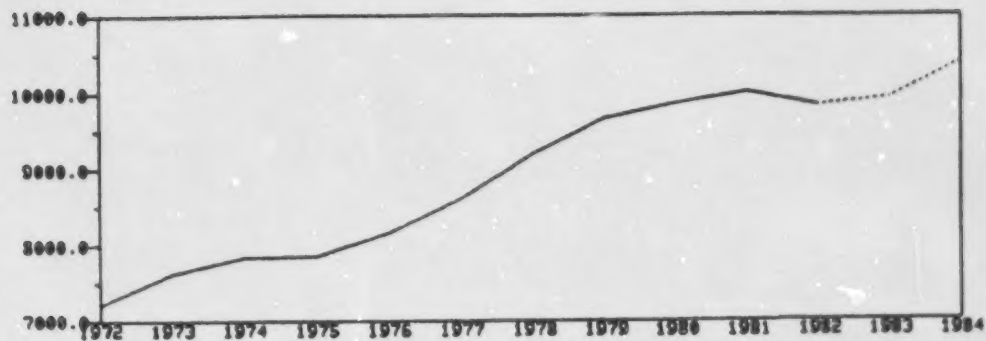


Figure 18. TOTAL—Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 19

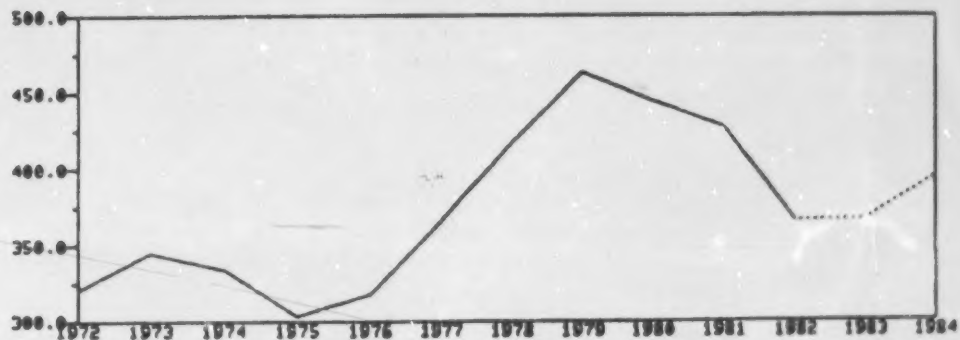


Figure 19. CONSTRUCTION—Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 20

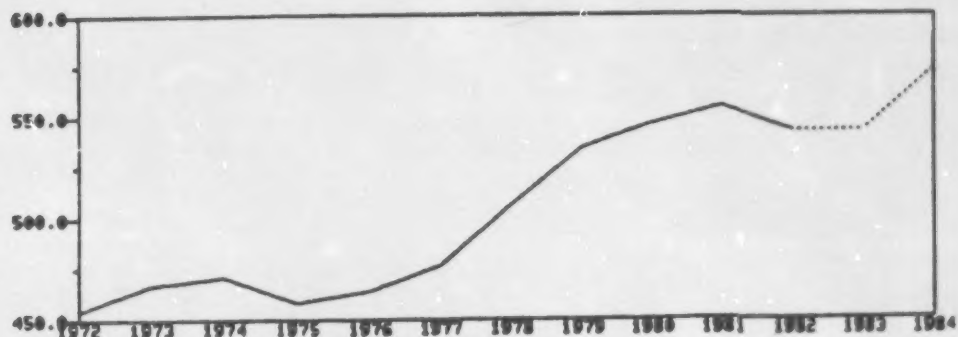


Figure 20. TRANSPORTATION AND PUBLIC UTILITIES—Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 21

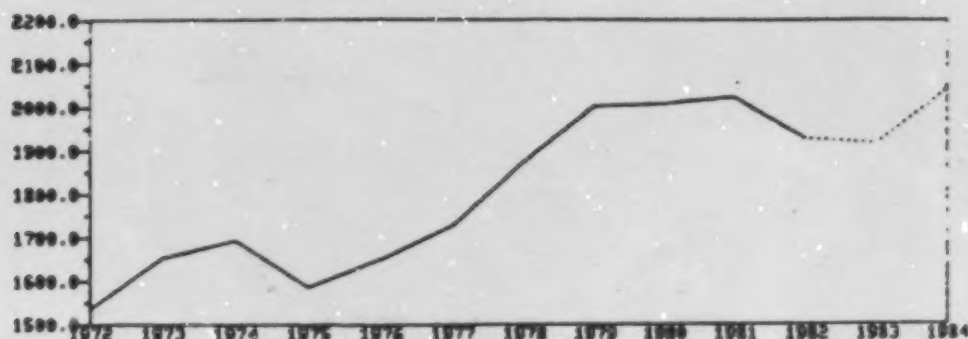


Figure 21. MANUFACTURING--Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 22

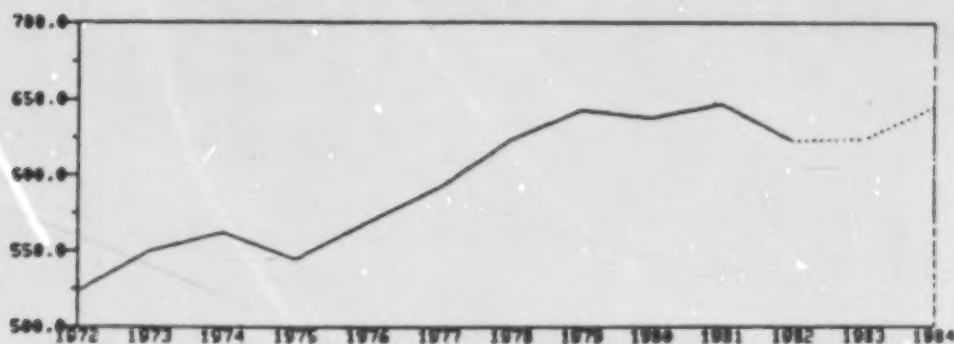


Figure 22. NONDURABLE GOODS MANUFACTURING--Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 23

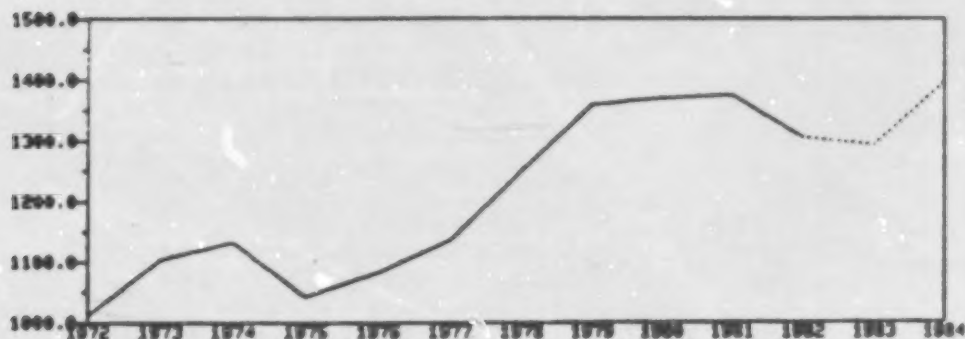


Figure 23. DURABLE GOODS MANUFACTURING--Historical series and 1983-84 forecasts employment in thousands of jobs.

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FIGURE 24

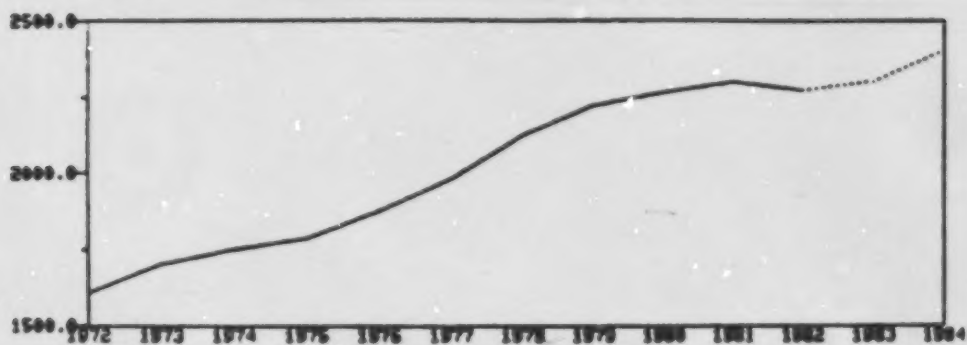


Figure 24. WHOLESALE AND RETAIL TRADE--Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 25

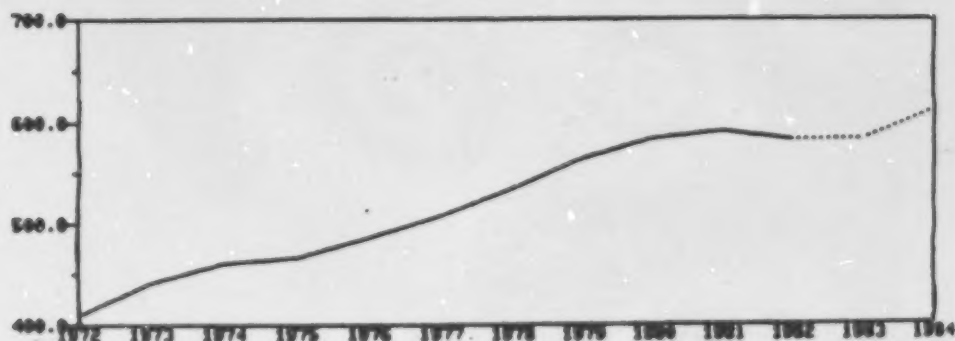


Figure 25. WHOLESALE TRADE--Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 26

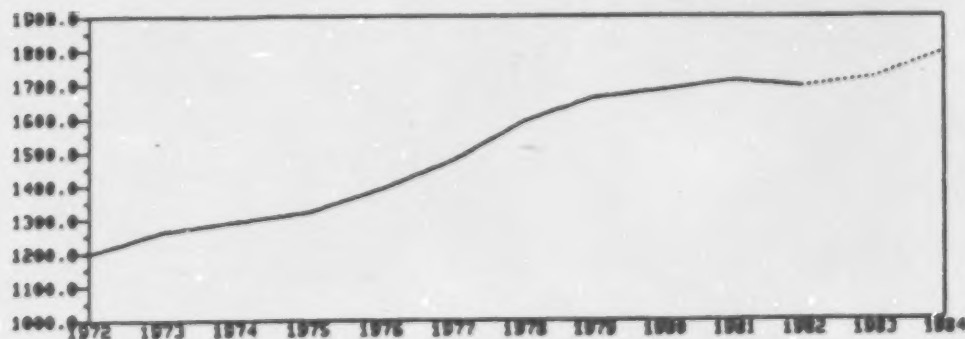


Figure 26. RETAIL TRADE--Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 27

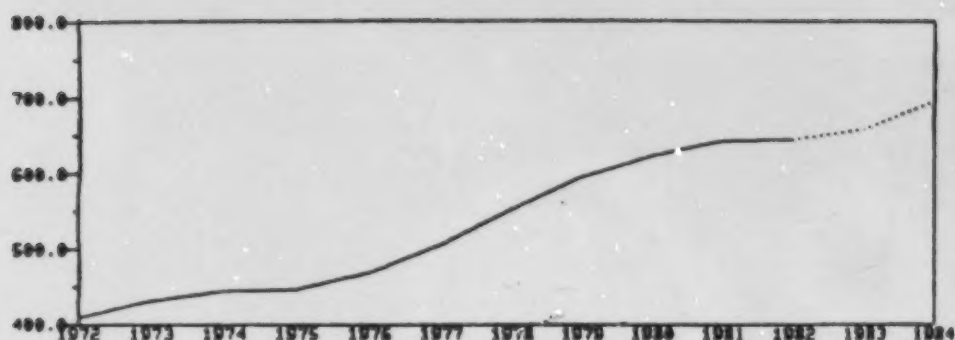


Figure 27. FINANCE, INSURANCE, AND REAL ESTATE--Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 28

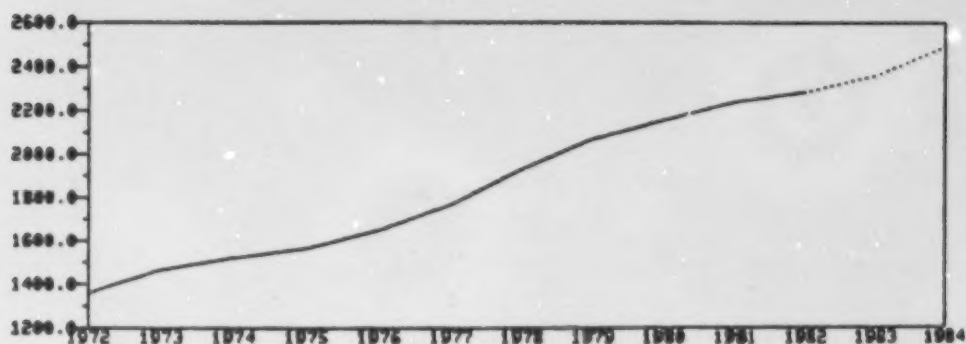


Figure 28. SERVICES--Historical series and 1983-84 forecasts employment in thousands of jobs.

FIGURE 29

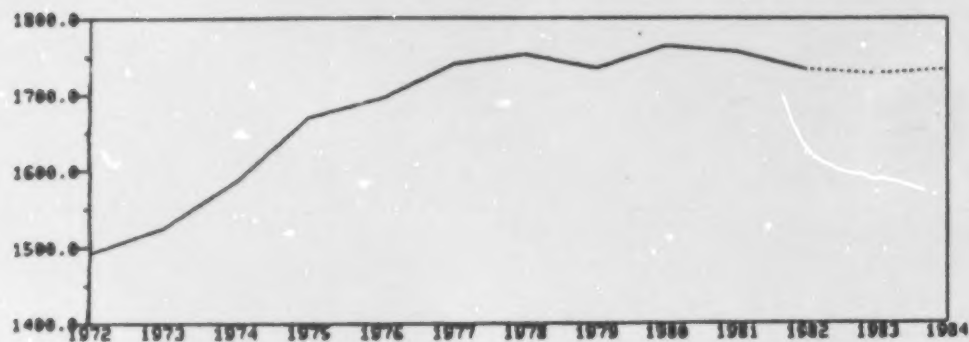


Figure 29. GOVERNMENT--Historical series and 1983-84 forecasts employment in thousands of jobs.

It can be seen from these graphs that the Employment Development Department does not attempt to peer very far into the future. One year seems to be the limit. Colleges should not be faulted for not staying current in their job training programs when the best the State of California can do is to say what might happen one year down the road. The Employment Development Department provides accurate historical trends in employment, as can be seen from the accompanying graphs. Not to venture into long range forecasts may be a calculated principle with the Employment Development Department. If so, it seems a little unfair for the state to turn to the Private Industry Councils for occupational forecasts that the Employment Development Department is unable to provide. It seems fair to conclude that long range planning for curricular development on the part of community colleges is going to depend more on their own efforts than upon any conclusive data provided by the state.

KERN COUNTY

The Bakersfield Standard Metropolitan Statistical Area (SMSA) encompasses all of Kern County. "The Annual Planning Information" for this SMSA, also published by the Employment Development Department, is descriptive of the County, touches on demographic factors, and comments on economic outlook for 1982-83. This document notes that Kern County is in the top three productive agriculture counties in the United States; is the leading petroleum producing county in the U.S.; and that the four largest employers are government, agriculture, retail trade and services. It is noted that in population the County is growing faster than the State, and that 75% of the growth is in the 11 incorporated cities.

With respect to economic outlook, employment is up moderately and unemployment is between 8% and 9%. There has been a short-lived expansion in the petroleum industry, a very recent upturn in construction, and services, finance, insurance, and real estate are experiencing moderate growth. Government, agriculture and retail trade account for 50% of wages and salaries with government (including education) paying 20% of the payrolls. The outlook is reported as good in agriculture, services, and retail trade. Mining (petroleum), manufacturing and construction have leveled off. Finance, insurance and real estate are experiencing about a 4% annual growth. Tables 95 and 96 that follow show employment and wage and salary trends.

TABLE 95
KERN COUNTY—ANNUAL AVERAGE
CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
1980 - 1983

	1980*	1981	Forecast	
			1982	1983
Civilian Labor Force	185,200	194,700	201,700	208,400
Employment	170,500	177,600	184,600	191,100
Unemployment	14,700	17,100	17,100	17,300
Unemployment Rate	7.9	8.8	8.5	8.3

* Starting in 1980, there is a change in the method of collecting unemployment data. Prior to 1980, unemployment insurance claims (a component of local unemployment estimates) were counted in the county in which they were filed. Revised 1980 and subsequent unemployment estimates incorporate a count of unemployment insurance claims based on the claimant's count of residence.

TABLE 96
KERN COUNTY—ANNUAL AVERAGE
WAGE AND SALARY EMPLOYMENT
1980 - 1983

	1980	1981	Projections	
			1982	1983
Wage and Salary Employment	161,800*	167,400*	172,000	176,800
Agricultural Employment	31,600	31,500	32,200	32,800
Agricultural Production	20,000	19,800	20,300	20,800
Agricultural Services	11,600	11,700	11,900	12,000
Nonagricultural Employment	130,200	136,000	139,800	144,000
Mining	11,900	14,000	15,500	16,800
Construction	7,300	7,000	6,700	6,600
Manufacturing	9,300	10,100	10,300	10,600
Nondurable	4,400	4,500	4,600	4,700
Durable	4,900	5,500	5,700	5,900
Transportation and Public Utilities	7,700	8,000	8,200	8,400
Wholesale Trade	7,900	8,300	8,600	8,900
Retail Trade	25,700	26,200	26,500	26,900
Finance, Insurance, and Real Estate	4,800	5,200	5,400	5,600
Services	23,600	24,800	26,000	27,200
Government	32,100	32,400	32,600	33,000

* Because of rounding, subcomponents may not add to total.

Each year the Kern County Board of Trade publishes an up-dated "Statistical and Economic Profile of Kern County". This publication is largely descriptive; summarizes demographic, production, trade, and financial data; but does very little in the area of economic forecasting. Trends are certainly noted in this document, and perhaps these trends are the soundest base for any kind of predictions. Leaving aside demographics, which have been treated elsewhere in this document, it may be useful to include here some of the economic trends summarized in the Profile.

From 1971-1981 there was dramatic growth in Kern County's various economic indicators. These are shown in Table 97.

TABLE 97
KERN COUNTY'S DYNAMIC DECADE
1971 - 1981

	1971	1981	Percentage Change
Oil Production Value	\$ 289,325,000	\$5,533,837,000	1,813
Retail Sales (Taxable)	654,158,000	3,354,043,000	413
Assessed Valuation	1,094,130,320	4,624,156,624	323
Building Permits	64,617,574	241,299,874	274
Farm Income	356,434,330	1,199,623,130	210
Total Bank Deposits	494,046,000*	1,529,525,000*	210
Post Office Receipts	6,332,003	17,286,818	173
Natural Gas Sales (mcf)	38,761,674	76,711,070	98
Electric Sales (kwh)	4,315,438,769	7,832,307,537	82
Telephones	199,709	319,130	60
Vehicle Registration	259,785	329,450	27
Population	334,500	426,368	27
School Attendance (ada)	102,210	91,017	(-12)

* 1970-80

From this table it can be seen that all indicators are up (some dramatically) except School Attendance, and as noted earlier, this is probably on the upswing.

In agriculture the most telling statistics are illustrated in Figure 30 showing the Kern County agricultural Growth Profile, 1951-1981. Here, we see a steady expansion and also the effects of a near decade of inflation.

FIGURE 30

Wage & Salary Distribution by Industry 1981 annual average / by percentages

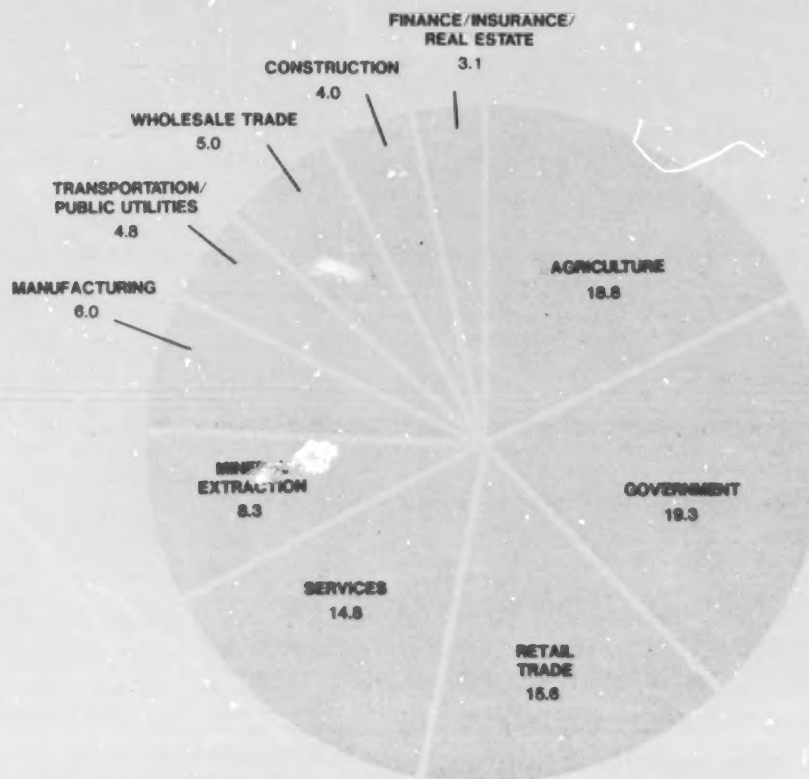


Figure 30. Wage and Salary Distribution By Industry, 1981

Wage and salary distribution by industry illustrates the mix of business, agriculture, mining, trade, services etc. This is shown in Figure 31.

FIGURE 31

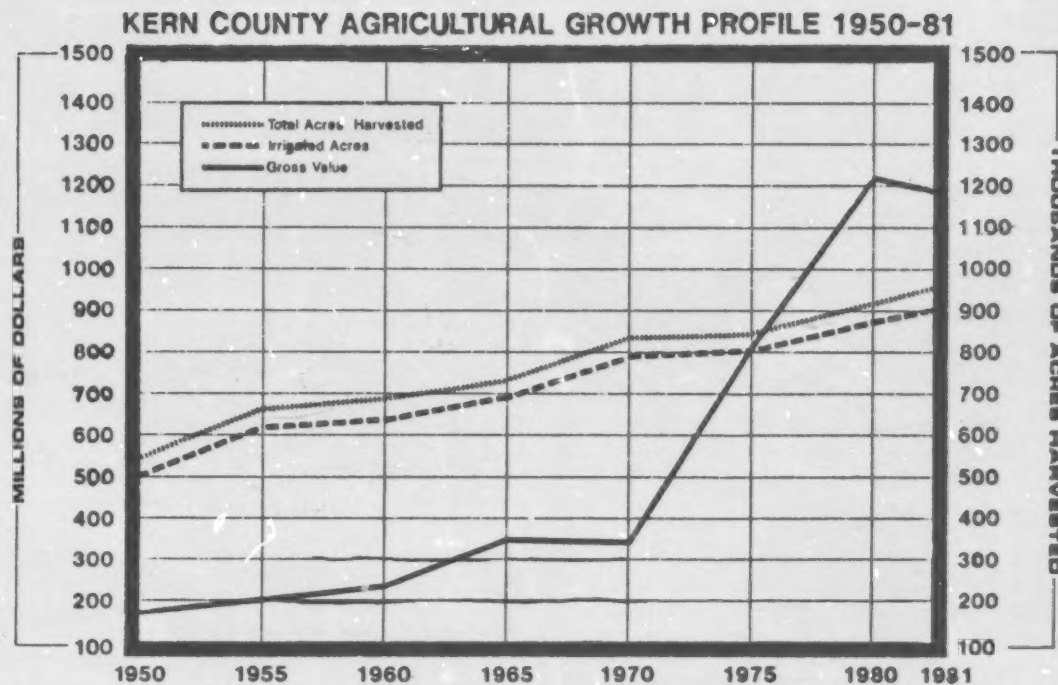


Figure 31. Kern County Agricultural Growth Profile, 1950-81

These data, and much more appearing in the Profile, paint a picture of steady, if not spectacular growth, with government, agriculture, retail trade, services, and mining providing 76.8% of the wages and salaries paid in the County. The past ten years show an enormous growth in dollar values of the various industries in the County. However, these data need to be tempered with the reminder that "Kern County's Dynamic Decade" was also the decade of unprecedented inflation. The Profile does not purport to forecast, but rather to provide a statistical summary of the economic forces at work in Kern County.

TULARE COUNTY

According to the Annual Planning Information for Tulare County, 1982-83, published by the Employment Development Department, the county is dominated economically by agriculture. Fifty-five percent of Tulare County is in Sequoia National Park. In the last decade the population of the county was up 30.5% while the state as a whole increased 19%. During these ten years Visalia grew by 83.3% and Porterville by 56.4%, so most of the growth has been urban.

In economic outlook Tulare County shows moderate growth in the labor force with unemployment steady at about 9%. Most of the growth has been in agriculture, with construction and manufacturing last on the list. Thirty-three percent of the work force in the county is employed in agriculture, with the forecast that growth will continue in this industry at about the three percent level annually. Government is the second largest employer, with retail trade third. Employment in the area of services is growing at about five percent annually, and finance, insurance, and real estate are experiencing modest growth.

Table 98 shows employment and unemployment data for Tulare County.

TABLE 98
TULARE COUNTY—ANNUAL AVERAGE
CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
1980 - 1983

	1980*	1981	Forecast	
			1982	1983
Civilian Labor Force	116,650	121,950	127,150	131,900
Employment	107,300	110,950	115,350	119,400
Unemployment	9,350	11,000	11,800	12,500
Unemployment Rate	8.0	9.0	9.3	9.5

* Starting in 1980, there is a change in the method of collecting unemployment data. Prior to 1980, unemployment insurance claims (a component of local unemployment estimates) were counted in the county in which they were filed. Revised 1980 and subsequent unemployment estimates incorporate a count of unemployment insurance claims based on the claimant's county of residence.

More revealing is the wage and salary employment data for the county which includes projections for 1982 and 1983. These data are shown in Table 99.

TABLE 99
TULARE COUNTY
WAGE AND SALARY EMPLOYMENT
1980 - 1983

	1980	1981	Projections	
			1982	1983
Wage and Salary Employment	94,200	97,150	99,400	101,750
Agricultural Employment	29,400	31,000	32,000	33,000
Agricultural Production	16,950	17,100	17,300	17,500
Agricultural Services	12,450	13,900	14,700	15,500
Nonagricultural Employment	64,800	66,150	67,400	68,750
Mining	- 0 -	- 0 -	- 0 -	- 0 -
Construction	3,200	2,950	2,800	2,700
Manufacturing	11,400	11,250	11,300	11,500
Nondurable	5,650	5,550	5,650	5,750
Durable	5,750	5,700	5,650	5,750
Transportation and Public Utilities	3,700	3,850	3,900	3,950
Wholesale Trade	4,050	4,350	4,500	4,600
Retail Trade	12,900	13,600	14,100	14,600
Finance, Insurance, and Real Estate	2,150	2,250	2,300	2,350
Services	11,050	11,600	12,100	12,550
Government	16,350	16,300	16,400	16,500

In summary, Tulare County, the southern part of which is served by Porterville College, is a substantial growth area dominated by agriculture, government, trade and services.

A FINAL NOTE

As the colleges review this summary of economic factors in the Kern Community College District service area they will be hard-pressed to think in terms of specific curricular changes that respond to the data presented. For example, one-third of the people employed in the Porterville College service area are in agriculture. The College does not have an agriculture program. But before installing such a program, a great deal of research and soul-searching would have to take place, to say nothing of the question of financial capability. As suggested earlier, we cannot afford a "saber toothed curriculum". On the other hand, we have to exercise caution when we contemplate the inauguration of costly programs that may meet the needs of business and industry today, but not tomorrow. A good example of this at Bakersfield College is in the field of petroleum. Kern County is the number one county in the U.S.A. with respect to petroleum production. During the peak of the drilling boom in 1980-81 the industry, in partnership with the college, brought in at industry expense a drilling rig to train floorman. The rig is still on the campus, but the program is defunct because there is no need to train floorman since the drilling boom is over and the OPEC countries are being reasonable.

It is wise to look at economic factors when curricular programs are being considered. It is also wise to think in terms of providing sound curricular foundations on which students can build and grow as economic conditions change. In summary, perhaps the best course to pursue is to establish and maintain much closer working relations with business and industry while still maintaining the independence to decide curricular matters based on many factors, economic forces being only one of these.

QUESTIONS

- (1) Who will control occupational education in California?
- (2) Will local boards of trustees remain in control, or will it be Private Industry Councils?
- (3) Will tuition in community colleges change the clientele to be trained in occupational programs?
- (4) Will community colleges begin to follow their graduates more carefully?
- (5) What do the community colleges need to do to convince the Legislature and California Postsecondary Education Commission that their occupational programs are viable?
- (6) Will the colleges of the District form effective partnerships with business and industry in their respective service areas?

CONCLUSIONS

- (1) There is strong sentiment in government and in the private economic sector that a more fruitful partnership be developed with colleges, particularly community college and business and industry.
- (2) It is very difficult, and perhaps risky, to ascertain from economic reports and analyses just what the curriculum should be.
- (3) Private Industry Councils have already been brought into existence and are beginning to influence the curriculum of community colleges.
- (4) The Kern Community College District is located in an area of favorable and steady economic growth. This impacts on the size of the population and the needs of business and industry for trained personnel.
- (5) Economic forces represent one thrust, but not the only thrust, that influences programs offered by the colleges of the Kern Community College District.

RECOMMENDATIONS

- (1) More effective partnerships with business and industry should be developed. Which carefully delineates the respective roles of the partners.
- (2) In training students for the private economic sector general education should be emphasized along with specialized skill training.
- (3) The colleges in their educational master plans, should look more intensely than has been done in this document at the various job market forecasts for the next 10-20 years.
- (4) The colleges and the District should play a very active role in any private industry councils that are formed. The District Board of Trustees should not surrender its control to these councils.
- (5) The colleges and the District should undertake the necessary research to be able to justify occupational programs in terms of both entry level skills and general education. Job placement data will have to be made systematic following renewed efforts to provide career placement services.
- (6) The colleges and the District should be careful in responding to stated educational needs expressed by the private economic sector.

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